DOCUMENT RESUME

ED 237 266 RC 014 426

AUTHOR Gilliland, Hap
TITLE Red Cloud Reading Test: American Indian Form of the Test of Individual Needs in Reading, a Competency Based Test of Reading Skills [and] Instructor's Manual.
INSTITUTION Montana Council for Indian Education, Billings.
PUB DATE 83
NOTE 109p.; For related document, see RC 014 427. Document may not reproduce well.
AVAILABLE FROM Montana Council for Indian Education, 517 Rimrock Road, Billings, MT ($1.50 manual, $0.60 test).
PUB TYPE Tests/Evaluation Instruments (160) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Education; American Indian Culture; *American Indian Education; Context Clues; Elementary Secondary Education; Listening Comprehension; Miscue Analysis; *Oral Reading; *Reading Achievement; Reading Comprehension; *Reading Skills; Reading Tests; *Scores; Test Bias; Test Construction; *Testing; Vocabulary
IDENTIFIERS Competency Tests; Red Cloud; *Red Cloud Reading Test; Red Fox; Test of Individual Needs in Reading

ABSTRACT

The oral Red Cloud Reading Test provides a complete analysis of reading level and skills for American Indian students in grades 1-7 or for high school and adult students reading at or below high school levels. The test determines the basic and recreational reading levels, identifies reading problems, determines reading speeds, and analyzes the instructional needs of the student. It measures reading and listening comprehension, word and structural analysis, and use of context, and analyzes miscues. The manual includes instructions for individual and group test administration and scoring, as well as alternative testing procedures. The manual also includes statistical data pertinent to test development, validity, and reliability. The test booklet contains a summary of the instructions and the test itself. In addition to short tests for word pronunciation, recognition, and analysis and for prefixes, suffixes, and syllabication, the text consists of two stories about Red Cloud and Red Fox. The stories appear in short sections and each section is followed by a series of questions to test comprehension. Score sheets complete the test booklet. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237266

Manual for

RED CLOUD READING TEST

American Indian Form of the

TEST OF INDIVIDUAL NEEDS IN READING

A competency based test of reading skills

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Hap Gilliland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by
HAP GILLILAND

Montana Council for Indian Education
1808 3rd Ave. North
Billings, Montana 59101

Manual $1.50

Test 60¢

RC014426

BEST COPY AVAILABLE

Instructor's Manual

RED CLOUD READING TEST

American Indian Form of the
Test of Indivudal Needs in Reading

Copyright 1978 by
Dr. Hap Gilliland
Professor of Education and
Director of the Reading Center
Eastern Montana College

Published by
MONTANA COUNCIL FOR INDIAN EDUCATION
1808 3rd Ave. North
Billings, Montana 59101

CONTENTS

Acknowledgements 4
Terminology 4
Test Description 5
1. INSTRUCTIONS FOR INDIVIDUAL ADMINISTRATION AND SCORING 6
A. Administering the Oral Reading Test 6
B. Recording the Oral Reading 9
C. Scoring the Oral Reading 12
1. Determining the Instructional Reading Level 13
2. Determining the Recreational Reading Level 14
3. Identifying Oral Reading Problems 15
D. Scoring the Comprehension Test 15
E. Determining the Silent Reading Speed 15
F. Testing Use of Context 16
G. Testing Listening Comprehension 16
H. Testing Reading Vocabulary (Word Recognition and Word Meaning) 17
I. Testing Listening Vocabulary (Word Meaning: Listening 18
J. Testing Word Analysis Skills 20
1. Recording Errors in Word Analysis 20
2. Scoring the Word Analysis Test 20
K. Supplementary Analysis of Reading Skills 22

BEST COPY AVAILABLE

1. Analysis of Misques in Oral Reading 22
2. Sound Discrimination 27
3. Vowel Generalizations 27
4. Use of Context 28
5. Recording Related Data 28
II. INSTRUCTIONS FOR GROUP ADMINISTRATION AND SCORING 29
A. Group Testing Procedure 29
B. Scoring the Group Test 31
C. Completion of the Test Individually 32
1. Basic Reading Level 32
2. Reading Speed, Word Recognition, Word Analysis 33
III. ALTERNATIVE TESTING PROCEDURES 34
A. Alternate Forms of the Oral Reading Test 34
B. Alternative Testing of Silent Reading Comprehension 35
IV. STATISTICAL DATA 36
A. Development of the Test 36
1. Targeted Users 36
2. The Stories 36
3. Readability 37
4. Selection of Comprehension Questions 39
5. Development of the Word Recognition and Word Meaning Tests 40
6. Refining the Word Analysis Test 40
7. Development of Competency Based Norms 41
B. Validity and Reliability 41
1. Validity 41
2. Reliability 42
3. Additional Testing and Updating of the Test 42
4. Invitation to Participate in Research and Experimentation 42

SAMPLE CHARTS AND GRAPHS

Oral Reading Analysis 12
Word Recognition and Word Meaning 19
Word Analysis 21
Analysis of Miscues in Oral Reading 24, 25
Supplementary Analysis 44
Reading Level Graph 46
Comprehension 47
Word Analysis Skills 47
Diagnostic Summary Back Cover

ACKNOWLEDGEMENTS

The author wishes to acknowledge the help of: Tanya Cunningham for her illustrations, Sandy Jo Hobby for her help in the original experimental testing of children and the analysis of the data from this testing, Bonnie Bradshaw for her research on the life of Red Cloud, Brad Smith for his research on readability and readability formulas, and the many teachers on Indian reservations and in public schools throughout the U. S. and Canada who have contributed their time and effort to experimental testing and recording of data for the standardization of this test.

TERMINOLOGY

Throughout this manual the term "student" is used to indicate the person being tested. This does not indicate an assumption that all persons who are to be tested are children or adults who are in school. It is simply the most convenient term. It is less cumbersome and confusing than "examinee." It is also less confusing than "subject" since the latter term can also refer to an area of study.

The pronoun "he" is also used to refer to the person being tested. This does not indicate an assumption that more of the people to be tested are male than female. It is simply the only singular English pronoun which is used to indicate both male and female. We are simply using the following definition from the American Heritage Dictionary of the English Language: "he: pron. Used to represent any person whose sex is not specified."

If this manual were being written in Cheyenne, Athapascan, Crow, or another Indian language, this would not be a problem, as most Indian languages use only one singular pronoun.

PUBLISHER

The Montana Council for Indian Education is a nonprofit corporation to aid in the education of American Indian children. It publishes books on Indian history and culture and a series of small books for Indian children. All books are graded for reading level and interest level, and before publication, each book is approved for use with Indian children by an Indian editorial committee.

THE TEST

The Red Cloud Reading Test provides a complete analysis of the student's reading level and reading skills in a format that most students will enjoy. It is appropriate for use in grades 1 through 7 and with high school and adult students reading below high school level.

The individual oral reading test makes possible the determination of the exact reading level of each pupil. It is also a diagnostic instrument for analyzing the pupil's instructional needs. This oral reading is the essential part of the test and in many cases provides all the information needed.

The test also includes:

Reading Comprehension: oral or silent, group or individual
Listening Comprehension: group or individual
Word Analysis: oral, individual
Structural Analysis and Use of Context: oral or silent, group or individual
Analysis of Miscues:

TEST FORMS

There are two forms of this test. The other form, the TEST OF INDIVIDUAL NEEDS IN READING - BIDWELL FORM can be used for alternate testing of students.

OTHER TESTS

The Montana Council for Indian Education also publishes the GILLILAND LEARNING POTENTIAL EXAMINATION, the only widely used intelligence test standardized on American Indian students.

I. INSTRUCTIONS FOR INDIVIDUAL ADMINISTRATION AND SCORING

Before administering any part of the Test of Individual Needs in Reading, the examiner should read all these instructions carefully, then review them by reading the condensed instructions included in the front of the test manual.

Each time the teacher uses the test after a lapse of time, the instructions in the front of the test booklet should again be carefully reviewed.

The Red Cloud Reading Test (American Indian form of the Test of Individual Needs in Reading) is most often used as an individual oral reading test; however, most of the test can be used as a group test with any size group. Therefore, instructions are included for both group and individual testing.

The instructions below are for individual testing. Instructions for group testing begin on page 29.

In giving the test, the teacher should keep the situation as nearly as possible like a normal reading lesson, as carried on in the students' regular classroom, with no emphasis on the testing aspect.

It is advisable, when possible, to tape-record the test as it is given. This makes it possible to check the scoring and recording, especially at those points at which the examiner was unable to record as fast as the student reads. However, except in the case of an extremely emotionally disturbed child, do not rely on the recorder and plan to record the data later. The tape recorder is seldom as easy to understand as the child, and the child's actions and facial expression are an aid in determining whether or not he knows a word.

A. Administering the Oral Reading Test

For individual testing, the examiner writes the student's name on the copy of the test which he keeps. Nothing is written on the copy which is given to the student. All writing is done on the examiner's copy by the examiner. The student does no marking on his copy.

If the examiner and the child did not know each other previously, the examiner should spend a few minutes getting acquainted and building good rapport. Ask about

the student's interests and the kinds of stories he likes.

Give the unmarked copy of the test to the student. Say: "We are going to read this book today. It is about Red Cloud, a famous Sioux Indian Chief." (Point to the words on the cover as you read them.) "I want you to read this story to me and answer the questions as you come to them. The story is easy to read at first but farther on it is very hard to read, so don't worry about it if you don't know some of the words. I don't expect you to be able to read all of it."

1. For first grade level readers:

Page 8. If the subject is in the first grade, or if you suspect that he may be reading at first grade level, start the test with page 8. Have the subject read page 8 aloud, while you mark all his errors in your copy of the test. (Be sure you know thoroughly the marking system before you begin.)

Say: "At the bottom of this page there are some pictures. Under them it says 'A bird is over a home.' Which picture goes with that sentence? - - - - Yes, it is the first picture, isn't it?" You may discuss the picture further if appropriate to the individual child.

"Read the first sentence on the next page and tell me which picture goes with it." Continue with the rest of the page in like manner marking in your copy the picture which the child selects.

Page 10: Say: "Take my copy of the book and my pencil. Read this page and do what it says to do."

Be sure to take back your copy of the test so you do all your marking in the copy the student marked.

Page 11: Read to the child the instructions at the top of the page: "This is the story of Red Cloud, a great Sioux ('Sue') Indian warrior. Read this page to find out what the book will tell you about Red Cloud." As the student reads, mark all errors in your copy.

Say: "Now turn the page and read the story." Help the student if needed. Have him start reading below

the picture.

Continue with the rest of the test in the same manner as with more advanced students. (See "3" below.)

2. For second grade level readers:

Start subjects assumed to be reading about second grade level on page 9, using the same instructions as above.

3. For all advanced readers (Grade 3 to Adult):

After introducing the story while looking at the cover, say: "Let's turn to page 12. That's where the story begins. Read this page aloud for me."

As the student reads, mark all his errors in your copy. When he has finished page 12, and you have finished your marking, say: "Now look at the questions on the next page."

Read the first question and the answers aloud to the student and let him choose the answer he thinks is correct. Mark his answer in your copy. On the first, second, and third grade material, if the student is having any hesitations in his oral reading, read both the questions and the answers to him. Be sure your voice does not indicate to him which is the right answer. For the questions at fourth grade level and above, it is usually easiest for the examiner to read only the questions aloud, and let the student read the answers to choose the one he thinks is correct. This procedure may be varied according to the needs of the student. If he is insecure or is having difficulty reading any of the questions or answers, read them to him. Remember that your purpose is not to see if he can read the questions, but to see if he has good enough comprehension of the story to know the answers to the questions.

When you come to the third grade level material on page 15, say to the student: "Read this page silently to yourself, first. Tell me when you finish." The words "Silent Speed" are printed at the top of the page to remind you. As the student reads this page, time

him with a stop watch. Record the number of seconds on the blank at the bottom of the page. (If you do not wish to test silent reading speed at this time, page 33 can also be used as a test of silent reading speed.)

Unless the student is obviously reading at a much higher level, have him re-read this page orally so you can mark his errors.

Continue the oral reading and answering of comprehension questions until you have marked five unknown words on one page of the story. Stop the student at the end of that page.

Answer the next group of comprehension questions which follow the page on which the student stops reading. Do not continue further with the oral reading or comprehension questions.

It is preferable that all of the oral reading and the comprehension questions that the student is to read be completed at one sitting. The listening comprehension test may be given at this same time if the student does not appear to be becoming tired or restless. When this test is used at the beginning of instruction as a basis for the selection of basic readers or other reading materials, it is often advisable to use the oral reading test with all students, then at a later date, while they are doing independent reading, each at his own level, administer the word analysis section. For classroom use the Listening Comprehension and Reading and Listening Vocabulary can be administered as group tests.

Whether at this time or later, when the test continues have the student turn to page 30, "Red Fox," for the test in use of context for word recognition.

B. Recording the Oral Reading

While the student is reading, follow his reading in your copy of the test, and mark it as described below. Study these markings carefully so that you know exactly how to mark each type of error.

1. When a word is misread, write the word that the student said, phonetically, above the mispronounced

word:

Ex. for example

It is very important that every word is recorded carefully and accurately, as this is the only way the errors can be analyzed later.

As the subject reads orally, when he does not know a word, give him time to figure it out phonetically. If he cannot figure it out in approximately ten seconds, tell him the word and let him continue reading.

2. If the student skips a word, put a circle around the word that was omitted:

   Ex. the word was skipped

3. If the student either omits or misreads a word, in such a way that it indicates to you that he does not know what the word is, underline the word:

   Ex. like this

It is very important that this be done accurately, and that good judgment be used in deciding whether or not a word should be counted as an unknown word, as it is the number of unknown words that determines the student's reading level. As with all individual testing, accuracy is developed through practice and close observation. It is the responsibility of the examiner to observe carefully and make accurate decisions as to which words are known and unknown.

Some examiners prefer to wait until the student has finished the page, then go back and decide which of the omitted or misread words should be underlined.

A word which the student knows well may be skipped. For example, if he is reading easily and rapidly, he may skip over small well known words. He may also miscall small words (such as "a" for "the") for the same reasons. If you are in doubt about whether or not the student knows a word, it is best to wait until he has finished the page then point to the word and say: "What is this word?" Do not interrupt the reading in the middle of a page for this purpose.

Dialect differences should never be considered reading errors or marked as unknown words. Although a student may pronounce a word very differently from the way the examiner would pronounce it, it is correct if it is pronounced according to the dialect which the child speaks.

Likewise, if the student substitutes another word or rearranges the words in such a way that it clarifies the meaning of the sentence for him, this "correction" of the sentence to fit his language patterns, his dialect, or his cultural background, is good reading which promotes good comprehension. It should not be considered an error, nor should the word be counted as an unknown word.

For further discussion of cultural and dialect differences, see the section on analysis of miscues.

4. Self corrections should be marked as one-half unknown. If the student misreads a word, but discovers his own error through context or otherwise, and goes back and corrects it, make only a short line under that word, then when counting unknown words count it as one-half an unknown word. If you have already marked it as an unknown word by underlining, a check mark ✓ on it will identify it as a self correction.

Ex. self corrections may be marked ✓ two ways.

If the student misreads a word, but when you ask what the word is, he reads it correctly, count it as one-half wrong. This does not apply to small word changes such as "a" for "the" which do not affect meaning.

If the student sounds out a word and says it correctly but obviously does not know the word and does not recognize it as a word he knows when he sounds it out, this also is counted as one-half unknown.

5. If the student inserts a word write the inserted word and use a caret to indicate the location in which it was inserted.

Ex. Some people insert extra words when reading

6. When a student hesitates before a word, as if analyzing the word, make a diagonal line at the point at which he pauses:

   Ex. pause or/hesitation

7. When the student repeats a word, part of a word, or phrase, write one letter R above the repeated part for each repetition.

   Ex: Sometimes when Red Cloud and his friends killed a bird, they put the tail feathers of the bird in their hair. With the feathers in their hair, Red Cloud and his friends walked proudly into the camp.

   Near reaching frustration

   In this example, the student repeated the word "when" once and "they" twice. He paused before attempting the word "killed." He was unable to read the word "proudly" so he omitted it; therefore it is circled as an omitted word and underlined as an unknown word. He carelessly skipped the word "the." He said "hear" for "hair" and "fathers" for "feathers" but went back and corrected both of them, so each will be counted as one-half an unknown word. He said "wit" for "with" but this was not counted as an unknown word as it was a characteristic of his speech. He also said "came" for "camp." This was underlined to show that he did not know the word. The examiner felt that the student was reaching his frustration point, and that the repetitions and possibly some of the other errors were due to tension, so she noted this in the margin of the page.

   When marking the graph on page 58 to determine the reading level, the examiner counted three unknown words in these sentences, one each for "proudly" and "camp," and one-half each for "hair" and "feathers." She used the "Analysis of Miscues" space on page 56 to write "repeats and hesitates under tension" and "pronounces th at the end of a word as t."

C. Scoring the Oral Reading

Continue the oral reading until you have five or more

underlined words (words not recognized by this student) on one page of the story. Stop reading at the end of that page. Let the student answer the next set of questions.

Count the number of unknown words on each page. Record that number of the line at the bottom of the page. The number before the line represents the grade level of the vocabulary used in that selection.

I. DETERMINING THE BASIC READER (INSTRUCTIONAL READING) LEVEL

After counting the number of unknown words on each page turn to page 58 of the test. The numbers next to the line on the left hand side of the graph correlate with the numbers by which you wrote the scores at the bottom of each page. In front of each of these numbers write the number of unknown words in that selection. For example, if there were two words on level 5 which the student could not read, write the number 2 in front of 5.

On the graph, following each of these selection numbers is a row of numbers from 9 to 0. In each row, circle the number which represents the number of unknown words at that level. If the total for a page is between two numbers, for example, $3\frac{1}{2}$, circle the dot between 3 and 4.

After circling a number for each section that the student read, draw a straight line from the dot in the center of the first circled number to the second. Continue through each circled number. (See example on inside back cover of this manual.) The point at which the charted line crosses the diagonal line on the graph indicates the student's instructional reading level. This is the grade level of material which this student should be able to read adequately for instructional purposes. He should not be given a basic reader, or assigned reading in subject matter material above this level of readability.

The numbers across the top of the graph represent grade levels. The space for each grade is divided into five parts, so each part represents one-fifth, or two-tenths of a grade.

Study the sample on page 46 of this manual. This is the record of a typical fourth grade boy. There were two words he did not know in section 5, four and one-half in 6, and seven in part 7. A line has been drawn through the dot in the center of each of these numbers. This line crosses the diagonal line on the graph half way between the four and five, that is, at the middle of the fourth grade. This gives the student a 4.5 basic reading level. This score has been recorded at the bottom of the graph.

Since this student's instructional reading level is 4.5 he should therefore be placed in a reader intended for the second half of the fourth grade. For independent, recreational reading, the material should be at the third grade level.

Be sure to note that the grade level is not indicated by the location of any circled numbers. It is determined by the point at which the two lines cross.

Scores falling within the first grade range may need further interpretation. If a student has eight or more errors on the preprimer material (page 10), his score will fall to the left of the line on the graph. This indicates that he will need assistance in reading a first preprimer.

When the basic reader grade level has been determined, it should be recorded on the line below the graph. This score can then be transferred to line A of the graph on the outside of the cover by filling in the bar graph to that level. (See graph on back cover of this manual.)

2. DETERMINING THE RECREATIONAL READING LEVEL

The student's recreational, or independent, reading level is usually one level below the instructional reading level, as determined by this test.

The lowest level at which the student has five or more unknown words per page (This is the level at which you had him stop reading.) is the student's frustration level. He should not be asked to read material at this level. For the charted example this

is the fifth grade level.

3. IDENTIFYING ORAL READING PROBLEMS

Reading problems and characteristics other than those for which symbols have been provided should be noted and recorded on the margins of the pages as the student reads. Often the observations made are of more significance for later instruction than are the numerical scores obtained from the test.

D. Scoring the Comprehension Test

The answers to the comprehension questions are listed on page 59 of the test. As you compare these answers with the answers given by the student circle on the chart the number of each correct answer. Count the total number of correct answers. If you did not use the preprimer and primer level material, be sure to count all ten of these answers as correct answers. Note the example on the last page of this manual.

Transfer this total to line B on the back cover of the test by circling the number of correct answers. The grade level is again obtained from the scale at the top of the graph. Fill in the bar of the graph to make this easier to read.

A study of the graph shown on the outside of the back cover of this manual should make this clear. The child whose scores are represented on this graph answered 28 questions correctly so 28 is circled, and the graph above it shows that he deomonstrated an ability in reading comprehension about equal to that of the average child at the end of fourth grade, or at the 4.9 level.

E. Determining the Silent Reading Speed

Reading speed, if it is to be tested, should be tested only for silent reading. The oral reading speed of a good reader will depend upon the way in which he wishes to express the ideas, not on the speed at which he is able to read. Reading speed is not important at the primary levels, so it is not necessary to check the speed of children reading below fourth grade level.

Silent reading speed is checked on page 15 (or 33) as

instructed above. To determine the speed in words per second, transfer the number of seconds as recorded on the bottom of page 15 to line F of the graph on the back cover of the test booklet. Circle the number of seconds on the lower line. The numbers in the line above represent the words per minute. The speeds shown represent the average speed fo. students in the middle of each grade in school.

In the sample shown on the back of this guide the student used 50 seconds to read each page, indicating a speed just over 160 words per minute, an average speed for the upper part of third grade. This indicates that this student reads somewhat more slowly than the average student of his reading level.

If the student is reading at fourth grade level or above, and you did not check his silent reading speed on page 15, have him turn to page 33 and read it silently. Time his reading with a stop watch and determine his reading speed as described above.

F. Testing use of Context

Turn to the context section on page 30. This is also the beginning of the Red Cloud story. Read these instructions to the student: "This story is about Red Fox, who was a nephew of Red Cloud. Some of the words or parts of words are left out of the story. When you come to a space where a word was left out, just put in the word you think belongs there, and go on reading."

As the student reads, fill in the blanks with the words which he says. Also mark any reading errors in the same way you marked the oral reading in the Red Cloud story.

To score the test, count the number of words filled in correctly and graph this number on line L on the back cover of the test. If you have any question about whether any word is correct, all the correct words are listed under "Use of Context" on page 56 of the test. This chart will be discussed later under the heading "Supplementary Analysis."

G. Testing Listening Comprehension

Turn the page to page 32 "Listening Comprehension--

Red Fox." The remainder of the "Red Fox" story is used for testing listening comprehension. It can also be used as a silent reading comprehension test or as an alternate form of the oral reading test. These uses will be described later.

Read aloud to the student all of this page and page 33.

Have the student turn to page 34 in his copy of the test and watch the questions as you read them to him.

If the student is reading at third grade level or lower, read the first question and the answers, then repeat. Read the entire question and the answers a second time, so he can choose the correct answer as you read it the second time, after having heard all the answers once. Mark the answer which he chooses in your copy.

If the student is reading at fourth grade level or higher you may want to give him your copy of the test and a pencil and let him mark the answers himself--or you may prefer to mark them as he answers orally. This will depend upon the student, as either method is equally correct. No difference has been found in results. In either case, read the question and the answers once, then allow the student as much time as he needs to choose the right answer.

Continue with the rest of the questions and the rest of the story in the same manner. Regardless of the student's age or reading level, read the entire story and all the comprehension questions.

If you did not give the student a break between the oral reading test (Red Cloud) and the listening test (Red Fox), it is important that you take one before beginning the Vocabulary Test. The rest of the test (Vocabulary and Word Analysis) can be administered either after an adequate break, or on another day. If given on the same day it is preferable that it follow a complete change of activity.

When you are ready to score the listening test, circle the correct answers on the answer key on page 59. Count the number of correct answers and transfer this score to line E of the graph on the back cover of the test.

H. Testing Reading Vocabulary (Word recognition and Word

meaning)

Turn back in your copy of the test booklet to page 4. Record the student's answers on this page.

Have the student turn to page 44 and 45, then turn his book so he can read the words on page 45. Say: "You see the four pictures on this page. Below them is a list of words. Each of these words relates to one of the pictures. The first word is "dog." There are dogs in picture number 3 so a "3" has been written by the word "dog." As you read each of the other words, choose the best picture to go with that word. If you don't know which word to choose, guess." The student may either point to the picture or say its number.

As the student reads the words aloud, put a check mark after each word read correctly. Write phonetically over the word his pronunciation of any mis-read words. Also record the number of the picture he chose for each word. This can be done by circling the number for the correct answers and writing the others.

If the student is unable to read six successive words, stop at that point. Have him turn to the following page for the listening vocabulary test.

Checking the test: Count the number of correct meaning responses (pictures chosen correctly). Record this number after "Word Meaning--Reading" at the bottom of page 4 and on line H on the back cover of the test.

Count the number of words read correctly and record this number after "Word Recognition" at the bottom of the page, and on line G on the back cover of the test.

Your record of reading errors will be used in the analysis of miscues on pages 54 and 55.

On the following page is an example of page 4 as read by a fourth grade boy. Note that the word "graphic" was circled to indicate that he omitted it.

I. Testing Listening Vocabulary (Word Meaning: Listening)

Record the answers to this test on page 5 of your copy of the test. Have the student turn to page 46-47, Word

INSTRUCTIONS: WORD RECOGNITION and WORD MEANING: READING

Say: Turn to pages 14 and 15. On page 14 there are four pictures. The pictures are numbered 1, 2, 3, 4.

Each of these words relates to one of the pictures. The first word is "dog." There are dogs in picture number 3, so a "3" has been written by the word "dog." As you read each of the other words, choose the best picture to go with that word. If you don't know which picture to choose, guess. Some of the words are very hard. No one is expected to be able to read all of them. If you can't read a word, skip it and go on to the next one.

3 dog

3 sled	3 meat	2 mare	2 announcer	1 Diné (Dee-Neh)
4 desk	3 team	2 corral	1 grazing	2 stetson
3 snow	1 basket	3 drag	4 graphic	1 Hogan
4 school	1 rocks	3 polar	3 traction	2 pow-wow
2 rodeo	1 daughter	1 yarn	3 antlers	2 Cheyenne
3 snowmobile	2 bronco	1 canyon	2 appaloosa	2 hackimore
4 teacher	4 assignments	3 arctic	1 Arizona	3 harness
4 indoors	1 weaving	3 howl	2 Dakota	1 shuttle
3 ice	3 hunting	2 stockrack	1 smoke	3 Athapascan
1 lamb	4 education	2 judge	1 warp	2 headdress

Word Recognition: 50 - ____ = ____

Word Meaning : Reading ; 50 - ____ = ____

Sample - Page 4

Mark this page while the student reads page 45.

BEST COPY AVAILABLE

Meaning: Listening.

Say: "I will read the words on this page. As I read each word, choose the best picture to go with that word." Do not give any instructions as to whether the student is to look at the printed words as you read them. If he asks say "You may if you want to."

Read all of the words, letting the student choose a picture for each. Mark his answers on page 5, by circling the right answers and writing his response to the others.

Turn to the Word Analysis test, pages 6 and 18.

Scoring this test: Count the number of correct answers. Record this number at the bottom of page 5 and on line I of the back cover of the test.

J. Testing Word Analysis Skills

In administering the Word Analysis test, the examiner should have his copy of the test open to page 6 and should record the student's answers on that page. The student should open his copy to page 48 and read from that page.

For ease in administration and scoring of the test, all instructions for the examiner and the material which the student reads are printed together on the examiner's copy. Follow the instructions printed on pages 6, 7, 52, and 53 of the test.

1. Recording Errors in Word Analysis

Just as in the oral reading test, all answers given by the student should be recorded in full in the test booklet. Recording exactly what the student says for each mispronounced word is essential for scoring the word analysis test. Above each mispronounced word, write the word phonetically as the student pronounced it.

2. Scoring the Word Analysis Test

In scoring the word analysis test, be sure that in each section of the test you count only those errors which are related to the skill being tested by that section of the test. For example, in section 7 Reversible

7. REVERSABLE WORDS:

x be it: b no was never even p u saw at bad b

t so run: never pots file b on spot file to tac

m it fun: war d raw life q n w d bog sob gab

Be sure you count as reversal only those letters which are reversed or words in which the sounds are in the wrong order. Watch for reversals in No. 11 also.

30 - 3 = 27

8. SHORT VOWELS:

bat at bat: bet bit bat but bot

ad bad ad: ed id od ad ud

10 - 2 = 8

---

words, be careful to mark as wrong only those words in which the subject mixes up the order of sounds represented by the letters. If the subject says no for on, b for d, or even for never, these are reversals. However, care must be taken not to count errors such as ever for never or said for saw as reversals. Such errors in scoring may cause the teacher to waste a great deal of the student's time having him practice on skills in which he did not actually make any mistakes. This is one reason for writing the actual word which the pupil said whenever he makes a mistake, rather than just marking it wrong. It is difficult, while working with the child, to analyze each error and know what type of error it is.

In each section of the test, make sure that only errors related to the particular skill being checked are counted. In most sections the part of the word to be checked is underlined. Count the number of correct answers in each section of the test and record this number in the space provided.

BEST COPY AVAILABLE

The number of examples to be checked in each section is listed for ease in scoring. Subtract the number wrong from that number to get the number right.

On page 21 is an example of scoring from page 52 of the test. Note that the student mis-read six of the words in the reversible words section, but only three of those are reversals. Those three are marked with a check mark and only those three are counted in scoring that section. Likewise, the student made three errors in reading the short vowels, but only two are counted because the third error was not a change in vowel sound.

The score on item one should be transferred to line J of the graph on the outside of the back cover of the test. All other scores should be recorded on the word analysis graph at the bottom of page 59. It is not intended that this graph should rate the individual skills in word analysis on a grade level basis. It would be a falacy to say that a student was at a third grade level in vowel sounds, and first grade level in digraphs. This graph is intended only to give some comparison of the student's relative skill in various areas, so as to know where to put the emphasis in teaching. For instance, in the example shown in the back of this manual, the student exhibited no problems in most of the consonant skills, but needs help in the use of vowel sounds, particularly the use of vowel generalizations, or vowel "rules." The total score will give some comparison of the student's total ability in word analysis with others of his grade. This score should be transferred to line K on the back cover of the test.

K. Supplementary Analysis of Reading Skills

Persons planning individualized reading programs may wish to do additional assessment of the student's reading problems. Pages 54 through 57 of the test booklet are provided to aid in this assessment and to record information obtained through observation of oral reading and other testing.

1. ANALYSIS OF MISCUES IN ORAL READING

The chart on page 54 and 55 of the test booklet is

provided for those who wish further, more detailed analysis of the student's ability to use specific word recognition skills while reading.

After you have completed the administration and scoring of the test, turn back to the beginning of the Red Cloud story on page 24. Locate the first word misread by the student.

In the Assessment chart on page 54 write this word in the first column, entitled "correct word." In the next column, entitled "substitution" write phonetically the word the student said. List in this way all the words which the student missed. List at the upper left hand corner of the chart all words omitted and tally the number of repetitions.

Checking the first word listed, follow that row across the chart and list the error in the appropriate columns. This procedure can be understood best by studying the sample analysis of one student's reading which follows.

Example #1. For "hair" the student said "hear." "Hair" is written in the "correct word" column and "hear" in the "substitution" column. Check marks are placed under "substitute word or phrase" because "hear" was substituted for "hair"; under "grammatically incorrect" because the new phrase, "in their hear" is not correct usage; under "semantically incorrect" because it does not make a meaningful sentence; and under "meaning changed" because the change affects the meaning of the sentence. Since the phoneme $\bar{a}$ was changed to a short e, a/$\breve{e}$ is written in the long vowel column.

Example #2. For "with" the student said "wit." For this particular student this was not a reading error but a characteristic of his pronunciation in his normal speech; therefore "dialect difference" is checked. Since this is the same word pronounced differently, it is also appropriate to check "grammatically correct," "semantically correct," and "meaning unchanged." Under "digraph" you could write th/t if you remember that this is not to be considered a reading problem.

ANALYSIS OF MISCUES IN ORAL READING

Repetitions:

III I

Omissions:

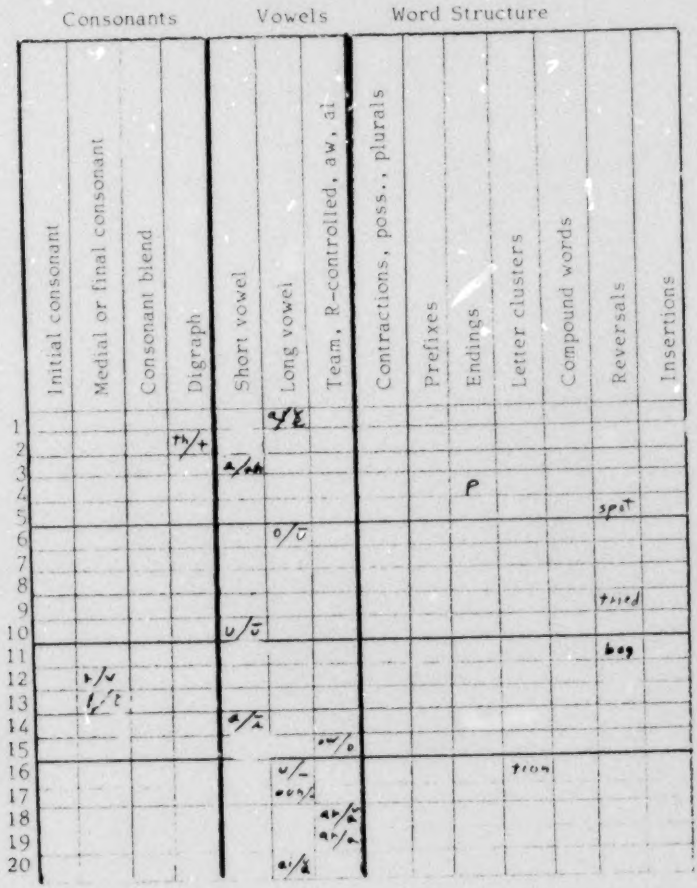
the

a

the

	Correct Word	Substitution	Substitutions: Not a word	Substitute word or phrase	Gramatically correct	Gramatically incorrect	Semantically correct	Semantically incorrect	Meaning unchanged	Meaning changed	More common expression	Dialect difference
1	hair	hear		✓		✓		✓		✓		
2	with	wit		✓	✓		✓		✓			✓
3	feathers	feathers		✓	✓			✓		✓		
4	camp	came		✓		✓		✓		✓		
5	spot	top		✓	✓			✓		✓		
6	hogan	hugan	✓									
7	wouldn't	would not		✓	✓		✓		✓		✓	
8	began	started		✓	✓		✓		✓		✓	
9	tried	tired		✓	✓			✓		✓		
10	but	boot		✓		✓		✓		✓		
11	bog	gab		✓		✓		✓		✓		
12	nearer	never		✓		✓		✓		✓		
13	file	fite		✓		✓		✓		✓		
14	track	trick		✓	✓		✓			✓		
15	howl	hole		✓		✓		✓		✓		
16	education	edkatin	✓									
17	answered	answer		✓		✓		✓		✓		
18	harness	hanas	✓									
19	hard	had		✓		✓		✓		✓		
20	said	sad	✓									

BEST COPY AVAILABLE



BEST COPY AVAILABLE

Example #3. For "spot" the student said "top." Write "spot" in the reversible column.

Example #4. For "hogan" the student said "hugan." Check "not a word" and under long vowels put o/ū.

Example #5. In the sentence "Many of the Sioux people refused to listen to Red Cloud," the student substituted "would not" for "refused to." Check "substitute word or phrase," "more common expression," "grammatically correct," "semantically correct," and "meaning unchanged."

Continue listing errors until all the word recognition errors from the oral reading test have been listed, then turn to page 4 of the test and list the word recognition errors from the word recognition test. List and analyze the errors as described above until all 20 lines on the chart have been filled. If there are not enough errors listed on the Word Recognition test turn to the end of the Word Analysis test on page 52 and list the errors on item 11, Letter Clusters. Next, list the errors from item 10. Continue through the word analysis test in reverse order, until all the errors have been listed, or all 20 spaces on the chart have been filled.

When all errors have been listed on the chart, list the student's instructional needs in word analysis by starting with the column with the most spaces filled, and listing the items under it in the order of frequency. For example, if the largest number of items was in the short vowel column, the list might start with "Short vowels, u, a, o." A space in which to list these needs is provided at the top of page 56 of the test booklet.

In the Sample Instructional Needs Assessment chart included in this manual, the area with the most errors listed is long vowel sounds. This is the area of need that would be listed first.

Terminology: Terms used in the Analysis of Miscues chart which are sometimes used with more than one meaning are, for this analysis, defined as follows:

Grammatically Correct: The grammar and sentence structure remain correct after the change.

Semantically Correct: Whether or not the meaning has changed, it remains a meaningful sentence.

Dialect Difference: A word or phrase has been changed to the normal speech pattern of this student.

Medial Consonant: any consonant except the beginning and ending.

Consonant Blend: two or three consonants in which the sounds blend together but all are heard.

Digraph: two letters representing a single consonant sound such as th, wh, sh, ch, ng.

Vowel Teams: dipthongs and all other vowel combinations which work together, such as ou, oo, oy, oa, ai.

R Controlled Vowel: er, ir, ur.

Letter Cluster: a group of letters other than consonant blends and vowel teams which are commonly used together to represent a sound, such as ough, tion, sion.

2. SOUND DISCRIMINATION

A space is provided on page 56 for the recording of phonemes not distinguished correctly in item 1, "Sound Discrimination" of the "Word Analysis" test on page 6. The words missed should be listed here, according to the type of sound being tested.

This information should be used by the instructor in planning further testing and any needed remedial instruction in discrimination of sounds.

3. VOWEL GENERALIZATIONS

Item 10, "Vowel Generalizations" on page 52 of the "Word Analysis" test is also organized for further analysis. The first two words in each row test whether or not the student applies, in reading isolated words, the vowel generalization regarding the final e as an indicator of the sound of the previous vowel.

Likewise, the third and fourth, the fifth and sixth, and the seventh and eighth words in each line give an indication of the student's ability to apply, respectively, the generalizations regarding short vowels, two vowels together with the first long, and the long vowel at the end of a word.

The number of errors in use of each of these generalizations should be recorded in the "Vowel Generalizations" space on page 56. This information is thus available for use in planning needed instruction.

4. USE OF CONTEXT

The most important of all word recognition skills is the use of context to identify an unknown word. In this test it is tested separately, and graphed separately so that you can compare the student's ability to use context with his ability to use phonetic analysis in identifying words. The chart on page 56 of the test permits further analysis to compare the student's ability to use context alone and in combination with letter sounds. To complete this analysis, mark in the lists on page 56 each word not filled in correctly on pages 30 and 31. Total the number of incorrect words in each column and subtract from 10. This gives you a number correct figure to use in the chart below the lists. The Total Context score is also graphed on line L of the back cover of the test. If these two graphs differ, use the level obtained from the back cover of the test as this graph will be revised with each printing of the test to keep up with additional research and the testing of additional students.

5. RECORDING RELATED DATA

On page 57 space is allowed for recording additional data relevant to planning the student's instructional program in reading. The examiner may wish to use this as a guide in gathering information through discussion with the student. Information obtained from parents and from school records may also be recorded here.

II. INSTRUCTIONS FOR GROUP ADMINISTRATION AND SCORING

Although the Red Cloud Reading Test is more often used as an individual diagnostic instrument, if an entire class of students reading at second grade level or above is to be tested, a great deal of time can be saved by group administration of parts of the test. Those areas of reading which can be tested nearly as effectively in a group as individually are listed below:

1. Reading Comprehension
2. Listening Comprehension
3. Word Meaning: Reading
4. Word Meaning: Listening
5. Some Word Analysis Skills:
   Syllabication
   Knowledge of Prefixes and Suffixes

Group testing of reading comprehension can also decrease the time used in individual determination of reading level.

The diagnosis of the following areas, if completed, must be done individually:

1. Reading Level and Analysis of Miscues
2. Reading Speed
3. Word Recognition
4. Most Word Analysis Skills

A. Group Testing Procedure

Before beginning the test, make sure that all students have reading material, drawing paper, or other activities that they can use if they finish before the other students.

Begin group testing by passing out the test booklets and pencils. Say: "Look at the cover of your book. It is a book about Red Cloud, a Sioux Indian chief. I want you to read the story and answer some questions about it, but it also has some other things in it that I want you to do first."

"Open your book to page 44 and look at the four pictures. Turn the book so you can see the pictures and read the words below them on page 45." See that all students have the right page and have their books turned correctly. "Each of these words relates to one of the

pictures. The first word is 'dog.' There are dogs in picture number 3, so a '3' has been written by the word 'dog.' As you read each of the other words, choose the best picture to go with that word, and put the number of the picture you choose beside the word. Some of the words are very hard. No one is expected to be able to read all of them. If you can't read a word, guess at it or skip it and go on to the next word. If you don't know which picture to choose, guess."

At the end of five minutes, or when 90 percent of the students have finished say: "Now turn to the next page, page 46. These are the same pictures. I will read the words on page 47 to you. As I read each word put the number of the best picture for that word in front of it, just like you did for the others."

Read the words slowly and clearly, loud enough so all the students can hear them easily. Allow approximately six seconds between each word.

Say: "Skip pages 48 and 49 and turn to page 50."

Read to the students the instructions for Prefixes and Suffixes on page 50 and allow them to complete the test. Then do the same with Syllabication on page 51.

Say: "Now turn back to page 12 near the beginning of the book." (Give them time and make sure all students have found the right page.)

"This is the story of Red Cloud, a great Sioux Indian warrior. After the first page of the story on page 12 you can see there are five questions on page 13. Each question has three answers. When you get to this page, read the questions and mark the best answer for each question. Do this whenever you come to more questions in the story.

"Like the word list you read earlier, this story keeps getting harder as you read, so don't let it bother you if some of it is too hard for you to read. If you can, read to page 29 where it says 'End of story--Stop reading here.' All right, begin reading the story and answering the questions."

As the students work, answer any questions individually that they may have about procedures, but do not give

answers to test items.

When all students have read as far as they can and have answered the questions, ask them to turn to the story of Red Fox on page 30. Read to them the instructions: "This story is about Red Fox who was a nephew of Red Cloud. Some of the words or parts of words are left out of the story. When you come to a space where a word was left out, wr te the word or letters you think belong there, and go on reading. Stop at the end of these two pages."

When ninety percent of the students have finished, say: "Now turn the page, and I will read the rest of the story to you. Listen closely so you can answer the questions."

Begin reading the story. If students ask if they should watch the story as you read, say "If you like."

When you come to the first comprehension questions say "Now watch the questions on page 34 as I read them."

If the students are in second, third, or fourth grades read the first comprehension question and the answers, then repeat. Read the entire question and the answers a second time so the students can choose their answers as you read the second time, after hearing all the answers once. Ask them to circle the number in front of the correct answer.

If the students are in fifth grade or higher, read the question and answers once then allow time for the students to choose and mark the correct answers.

Continue with the rest of the questions and the rest of the story in the same manner.

This completes the group testing.

B. Scoring the Group Test

Score the comprehension questions by comparing the students' answers with the answer key on page 59 of the test booklet. This is done most easily by using another copy of the test as an answer key so you do not have to turn back and forth. When you count the correct answers to fill in the graph on line C on the back of the test, be

sure you count 10 correct answers for pages 9 and 10 which the students did not do. Otherwise your scores will be about two years too low.

Answers for the use of context, pages 30 and 31, are given on page 56. Record this score on line L on the back of the test booklet.

Answers for the word meaning tests, pages 45 and 47, are given on pages 4 and 5. These scores should be recorded on lines H and I on the back of the test.

Answers to pages 50 and 51, affixes and syllabication are given on page 53. These scores should be recorded on lines 12 and 13 of the Word Analysis Skills graph on page 59 of the test.

C. Completion of the Test Individually

1. Basic Reading Level

After the group testing is completed, each student's basic reading level can be determined by approximately five minutes of individual testing per student.

From the comprehension score (Line C, back cover) and from observation of the level at which the student began making errors in comprehension, estimate each student's reading level. Write this number on the front of the test booklet.

See that each student has a book which he has selected to read, or other work which will not need your attention or assistance. When all students are busy, call them to your desk, one at a time, for individual oral reading.

Give the student an unmarked copy of the test from which to read, while you write in the copy in which he previously marked his answers.

Have the student start reading orally, one level below the level which you have estimated as his approximate reading level. Mark his reading errors as he reads. (Study pages 9 to 12 of this manual to learn how to do this marking. This marking system is also condensed on the inside of the front cover of the test

booklet.)

If, for this student, there are three or less unknown words on the page on which you started his reading, have him go on to the next page of the story. Continue the oral reading, omitting the comprehension questions, until he completes a page on which he finds five or more unknown words.

If, on the first page you have the student read, there are more than three words which he does not know, have him read the previous page. Continue in reverse until you find a page on which there are three or less unknown words.

This oral reading will, on the average, take between five and ten minutes per student; thus in somewhere between one and two hours you will have an entire classroom placed in the appropriate reading material.

For instructions on scoring the oral reading and determining each student's instructional, recreational, and frustration reading levels, turn to "Determining the Basic Reader Level" on page 13 of this manual.

2. Individual Testing of Reading Speed, Word Recognition, and Word Analysis Skills

If scores in these areas are desired for planning individualized instruction, these must be obtained through individual testing. However, this testing can be done at a later date, after the students have been placed in the approximate reading materials as determined through the oral reading test.

Reading speed is important only after the student has attained fourth grade level skills. To determine reading speed of a student who is reading at fourth grade level or above, have him turn to page 33. Ask him to read the page silently, then look up when he finishes. Time him with a stop watch. It is usually best to ask some comprehension questions to be sure he was actually reading and comprehending the material. Turn to line F, Silent Reading Speed on the back of the test booklet and chart the student's speed.

Page 15 of the test can be used equally well for testing reading speed as it is at the same reading level and has the same number of words.

To test Word Recognition, have the student turn to page 45, and read the words aloud. Record his reading errors in the same way you recorded the errors in reading the Red Cloud story. Record the number of words read correctly on line G on the back cover of the test.

In administering the Word Analysis test the examiner should have his copy of the test open to page 6 and should record the student's answers on that page. The student should open his copy to page 48 and read from that page.

In administering the test, follow the instructions printed on pages 6, 7, 52, and 53 of the test.

Be sure that all answers given by the student are recorded exactly in the test booklet. Above each mispronounced word, write that word as the student says it.

Scores from the Word Analysis Test are recorded on page 59 and on lines J and K on the back of the test.

For details of scoring the test and recording the answers see page 19 of this manual.

III. ALTERNATIVE TESTING PROCEDURES

A. Alternate Forms of the Oral Reading Test

It is frequently important that you have an alternate form of a test. You may wish to completely reassess a student's reading skills after a period of instruction, to determine new needs, and revise your instructional plan. You may wish to evaluate a student's progress by testing again after a short period of instruction. Or you may feel that the first testing was invalid because of the student's being ill or emotionally upset, or because of something that occurred during the testing.

If the second testing is to evaluate progress over the period of an entire school year, or any period of more

than three months, and you are testing individually both times, it is recommended that the same test be used in the fall and spring. You should record your analysis of the student's reading in the same copy of the test both times, using a different color of pencil for the second scoring. This makes it easy for you to compare the student's skill in each area of reading. If, however, you are using the group testing procedures, and the student is marking his own answers in the test booklet, it will be necessary to use a different copy of the test booklet.

If the second testing is to be within three months of the original testing, it is recommended that a different form of the same test should be used. The TEST OF INDIVIDUAL NEEDS IN READING--BIDWELL FORM is an alternate form of this test. The same marking and scoring procedures are used for both tests, and scores are comparable.

If a third alternative test is needed, the "Red Fox" story in the RED CLOUD READING TEST can be used as an alternative oral reading test. For this purpose, a graph for evaluating the oral reading and determining the student's reading level from the Red Fox test is included on page 57 of the test booklet. The testing and scoring procedures for this test are identical with those used for testing with the "Red Cloud" story.

The "Word Meaning--Listening" test on page 47 of the test booklet can be used as an alternate form of the word recognition test. Since the two tests are identical in format and difficulty, the same norms can be used for them, and either can be charted on line G on the back of the test.

On the other hand, these tests can both be used as listening vocabulary tests. Thus, the "Word Meaning--Reading" (page 45) would be used as an alternate form of the "Word Meaning--Listening" test.

B. Alternative Testing of Silent Reading Comprehension

In some instances a teacher may feel that it is more important to have a test of both silent reading comprehension and oral reading comprehension than to have a listening comprehension test. In this case the listening test, "Red Fox," can be used as a silent reading test. When used in this way, the grade level score is obtained by graphing the results on line D on the back of the test.

IV. STATISTICAL DATA

The following information is not necessary to the understanding and administration of the RED CLOUD READING TEST. It is included for those researchers particularly interested in test development, or for those concerned with the validity and reliability of this test.

A. Development of the Test

The original TEST OF INDIVIDUAL NEEDS IN READING (BIDWELL FORM) was developed and used in the reading programs at Humboldt State University and Eastern Montana College over a six-year period beginning in 1958 and was published in 1965. In the ensuing thirteen years it was revised and updated nine times to make use of new research in the reading field and statistics from the individual administration of the test to several thousand students.

It was planned from the beginning that a second alternate form of the test would be published, but this has been delayed to incorporate the needs and desires expressed by test users, new ideas brought about through research in miscue analysis, learning disabilities, and general reading skills, and new developments in teaching the culturally different child. Because of this thirteen years of research we have incorporated into this new form of the test, not only all the changes and improvements in the newer editions of the Bidwell form of the test, but also several new sections, including listening comprehension, phoneme discrimination, word recognition, and word meaning in reading and listening.

1. Targeted Users: No reading material can be culturally relevant to all potential users. Though a survey of the users it was determined that the TEST OF INDIVIDUAL NEEDS IN READING, BIDWELL FORM is being used mainly with students in the western United States and Canada, in rural or near rural areas, and with Native American and Mexican American students. Therefore, it was considered important to use, in the test, vocabulary and story themes which would not handicap any of these groups. Experimentation and teacher opinion indicated that the Indian story theme related to the interests of all of these groups and did not handicap any of them in background for understanding.

   The vocabulary test was developed through the cooperation of a group of American Indian parents and children. If there is a bias it would be toward this group, although they made an effort to give equal emphasis in the original list to Plains Indian, Southwest, Alaskan and Canadian, rural western, and urban western background, and the experimentation and item analysis used to choose the words used in the final version of the vocabulary test was done largely with non-Indian suburban children.

   No attempt was made to relate to the interests, background, or vocabulary of inner city children in metropolitan areas.

2. The Stories: Users of the BIDWELL FORM of the TEST OF INDIVIDUAL NEEDS have continually expressed their appreciation for the use of one continuous story rather than small samplings from many stories. Although both have advantages, the continuous story

format maintains greater student interest and a better evaluation of the student's ability to grasp story content and relationships. It also helps to de-emphasize the testing aspect of the story and relieve the tensions of the child who is fearful of test situations.

The characters chosen were felt to be acceptable to all groups, and their biographies were thoroughly researched to make the stories as true and culturally accurate as possible.

3. Readability: The stories were written at a continually increasing vocabulary and conceptual level. After completion each page was analyzed by the use of 5 of the most used readability formulas to determine its readability, then vocabulary and sentence structure were revised to adjust each page to the desired readability level. Since no two formulas agree exactly it would not be possible to have every page at the correct level according to all formulas. At best, no formula, to date, can give more than a rough estimate of the reading difficulty of any material. All the factors measured by the different formulas (i.e., those factors considered important by readability experts) were considered, but vocabulary was given the greatest consideration since the child's reading level is determined through his word recognition and, as stated by Lorge, "Vocabulary load is the most important concomitant of difficulty." However, sentence length and sentence structure were also considered since both have some effect on comprehension.

Table II shows the readability of each page of each story, according to each of the 5 formulas. Below that is the mean readability score for the 5 formulas. The last line of the table, titled "Experimental" indicates the mean reading level of the experimental group of students whose mean reading score was 3.5 unknown words on that page. This was determined from the experimental testing of 180 students.

To determine whether sentence structure was consistent with vocabulary difficulty, a correlation was obtained between the readability scores obtained from the different formulas. As indicated in Table I, a comparison of the readability scores on the 18 sections of the test, on the All Purpose Readability Formula (based mostly on vocabulary level), and the Fry Readability Formula (based on sentence length and word length) gives a Pearson Product Moment Correlation Coefficient of .95, which indicates a very high correlation between the increase in vocabulary level and in sentence length.

Table I

READABILITY CORRELATION COEFFICIENT

	All Purpose	Spache
All Purpose	-	.89
Spache	.89	-
Fry	.95	.88
Dolch	.92	.76
SMOG	.90	.60

Table II

READABILITY

Story	RED CLOUD											RED FOX						
Page No.	8	11	12	14	15	17	18	22	23	26	27	32	33	36	36	39	39	42
Grade Identification	PP	P	1	2	3	4	5	6	7	8	X	II	III	IV	V	VI	VII	X
Number of Words	40	68	116	159	136	113	145	152	154	189	119	159	136	107	96	115	124	147
No. Hard Words Gilliland List	0	0	0	5	12	11	14	18	20	28	39	5	7	9	13	20	22	25
No. Hard Words Dolch List	0	0	0	8	13	11	15	19	21	28	39	5	11	10	17	22	22	30
% Easy Words Gilliland List	100	100	100	97	89	90	90	88	90	85	67	97	93	92	66	87	85	83
%Easy Words Dolch List	100	100	100	95	88	90	90	87	90	85	67	97	89	91	82	83	85	80
Words Per Sentence	5	9.7	9.7	12.2	11.3	14	12	15.2	14	15.7	19.8	12	14.3	17.8	19.2	19.2	20.7	24.5
READABILITY																		
All Purpose	.3	.6	1.4	2.8	3.8	4.2	5.1	6.3	7.7	7.9	12.2	3.4	4.0	4.8	7.3	8.9	10.8	12.6
Spache	1.5	2.2	2.4	2.9	3.2	3.4	3.9	-	-	-	-	3.5	3.9	5.2	-	-	-	-
Fry	-	-	1	3.2	4.8	4.8	4.3	6.8	7.5	7.5	15.9	4.5	6.7	7.2	8.5	9.8	9.7	13.2
Dolch	.6	.6	6	2	3	3	4	4	5	6	6+	2	4	3	6	6+	6+	6+
SMOG-3	0	4	4	3	5	3	7	6	6	6	11	2	6	5	8	9	8	10
Mean	.6	1.6	1.8	2.8	3.9	3.7	4.8	5.7	6.5	6.8	9.2	3.8	4.9	5.0	7.5	8.7	8.9	10.7
Experimental	PP	P	1.9	2.5	3.0	3.5	4.2	4.7	5.4	7.8	9.9	2.5	3.5	4.5	5.2	5.9	7.5	8.3

4. Selection of Comprehension Questions: A list of nine different comprehension skills was used in developing the comprehension questions and an effort was made to include questions which tested each of those skills.

Seven to ten comprehension questions were developed for each page of the stories. This resulted in 140 comprehension questions with four to six multiple choice answers each. These were given to teachers at all levels of instruction in the Billings Public Schools to analyze, revise, and eliminate any questions of doubtful validity.

After completion the test was administered to 308 students in grades 1 to 12 with a variety of backgrounds. Questions which students said they did not understand or could interpret in more than one way were either eliminated or rewritten. Item analysis was then used to determine which questions in each group of questions best discriminated between the good and poor readers at the grade level of the material being read. For example, for questions covering the pages written at fourth grade level, item analysis was used to determine which questions best distinguished between students reading at third grade level and those reading at fifth grade level. After the questions were selected in this way, item analysis was again used to eliminate those incorrect multiple choice answers which were not selected by the poor readers. These nondiscriminating answers were eliminated to leave the three most useful answers for each question. The total number of questions was thus reduced to 83 questions with three multiple choice answers each.

The above described process of item analysis eliminated more of some types of questions than of others. The skills tested by the remaining questions, and the number of test questions which relate to those skills are listed below.

Type of questions	Number of questions in	
	Red Cloud	Red Fox
Recall of details	14	12
Interpretation	9	13
Inference	4	10
Word meaning	12	2
Following directions	5	0
Main idea	4	0
Picture interpretation	3	0
Cause and effect	2	0
Sentence meaning	2	0

In the final version of the test, no attempt has been made to separate out, identify, and graph these skills to determine the type of comprehension skills in which the student is strong or weak. The above list is included for the benefit of the teacher who wishes to do further analysis using additional materials. The number of each type of question included in this test may be insufficient to warrant the drawing of conclusions for prescribing instruction in specific comprehension skills based on these questions alone. It is suggested that if the scores indicate that a student is lower in comprehension than in other reading skills, the teacher may want to analyze the kind of errors made, then do further questioning of the student in his daily reading to verify these results, before

planning a program to teach specific kinds of comprehension skills. However, recent research on comprehension indicates that there is a great deal of overlap between skills and attempts to isolate specific comprehension skills may lack validity. It is important, however, that instruction in comprehension involve all the types of questions.

Suggestions for a variety of ways of developing each type of comprehension skill can be found in Hap Gilliland, A Practical Guide to Remedial Reading, Charles E. Merrill Publishing Co., Cleveland, 1978, Chapter II "Comprehension."

5. Development of the Word Recognition and Word Meaning Tests: The ideas for the pictures used in the word meaning tests were developed by a group of teachers and teacher aides who agreed that pictures should be selected so that at least one picture would be relevant to the background of any student from the western United States or Canada. Picture number 4 was planned to relate to either the urban or rural Anglo student; number 3 to relate to the student of the far north of either Canada or Alaska; number 2 to relate to the rural or near rural Indian or non-Indian student of the plains or Rocky Mountain region; and number 1 to relate to the student from the Southwest.

   After the artist had drawn the pictures they were given to fifteen Indian teachers, teacher aides, and parents and to twenty non-Indian remedial reading teachers which included one black and two Mexican Americans. Each of these people was asked to make a list of words which related to one or another of the pictures, and which would have as broad a range of difficulty as possible. The resultant list of over 200 words was cut by the test author, then by a group of graduate students, eliminating words which could relate to more than one picture, and an over abundance of easy words. The objective was to obtain a list which would range from kindergarten to adult level in meaning difficulty. The remaining list of 118 words was administered to 170 students from grades 1 through 6 and 40 high school and college students, as both a word recognition and a word meaning test. Through item analysis as described above the list was cut to 100 words, and these words were listed in order according to difficulty. The list was then divided into two lists which were, according to the test results, of equal difficulty. An attempt was also made to keep the words of the two lists parallel in regard to cultural factors.

6. Refining the Word Analysis Test: The Word Analysis test included in the TEST OF INDIVIDUAL NEEDS IN READING (BIDWELL FORM) has been revised several times during the past 13 years without drastically altering the general format. Experimental use of this test by many reading teachers and studies of new trends in the teaching of word analysis brought suggestions for several changes in format which might improve both the validity of the test and the ease of administration. The greatest changes were the revision and expansion of the Use of Context test, the increase in the number of words in several sections of the test, and the replacement of the Words Beginning Alike test with a more thorough Phonemic Discrimination test.

Each section of the test was expanded to include a much longer list of words than that used in the final version of the test. Through item analysis of the results of testing 218 students, the least useful items in each section were eliminated and many items were revised.

7. Development of Competency Based Norms: The final version of the RED CLOUD READING TEST was administered to 643 students ranging in reading levels from grade 1 to grade 12. In 297 cases, the tests were administered individually, while in the remaining 346 cases the Reading Comprehension, Listening Comprehension, and Word Meaning-Listening were administered to small groups, then the remainder of the test was administered individually. The tested population included White middle class urban, rural, Black, Chicano, Reservation Indian, and Urban Indian students in the Northern Plains area. No record was made of the ethnic origin of each student.

This is a competency based test, rather than a norm based test. The purpose is not to determine on what percentile a student reads in comparison with the other students of his age/grade level, but to determine the adequacy of the student's skills for reading the material designated for his grade in school. The Reading Level score is to indicate in what level of basic reader the student can read adequately. Therefore, for developing norms, the scores of each student were listed according to the level of basic reader which that student could read adequately. Those reading levels were listed by the teacher of each student, and in most cases were checked by administering the Reading Level portion of the TEST OF INDIVIDUAL NEEDS IN READING (BIDWELL FORM). In some questionable cases the level was checked by administering an Informal Reading Inventory, using samples from the basic reader in use in the student's school.

For the Reading Level graph, the average number of unknown words for the students reading at each reading level was determined and the reading level graph (page 59 of the test) was adjusted so that the scores of each group fell at the level at which they could read adequately. This required consideration of the number of words missed by each student at his reading level, at the next higher reading level, and at the next lower reading level, as all these are taken into consideration on the graph and can influence the final score.

Mean scores for students reading at each grade level for each of the other sections of the test were determined and the norms listed in the graph on the back of the test were obtained from these scores.

B. Validity and Reliability

1. Validity: Validity of this test is determined through construct validity. All of the procedures described above in "A. Development of the Test" were conducted to assure that the test would measure what it is intended to measure, and that the results would be of value to the reading teachers. Statistical information on reading level of the passages is included in "A-3 Readability" on page 37 of this manual.

2. Reliability: A group of 38 students in grades 2 through 6 was given both the "Red Cloud" and the "Red Fox" portions of the test as an oral reading test. Correlation scores for the two tests were obtained by using the Pearson Product-Moment Coefficient of Correlation formula. A correlation score of .91 between the reading level scores on the two tests, and .83 on the comprehensio.. scores on the two tests indicates a high level of reliability.

Additional statistical information on validity and reliability will be available after the completion of the additional norm-data testing and the more thorough experimental research described below.

3. Additional Testing and Updating of the Test: The norms for the original 1968 version of the RED CLOUD READING TEST were based on readability as determined by five of the most used readability formulas, and on scores from the testing of 643 students from the Northern Plains area.

Testing of an additional 1000 Indian students from schools on Indian Reservations and other communities in Montana, South Dakota, Washington, Alberta, Saskatchewan, British Columbia, New Mexico, Arizona, Michigan, Maine, Florida, Georgia, and Alaska, and an equal number of non-Indian students from the same states and provinces, and from Australia is being conducted in the fall of 1978. The norms for the 1979 edition of the test will be adjusted as needed to reflect the results of this additional experimentation.

4. Invitation to Participate in Research and Experimentation: The author of this test has received two small grants to purchase copies of this test for experimental research. These grants are: a research grant from Eastern Montana College, and another from the Montana Council for Indian Education (a non-profit organization to promote the education of American Indian students). Until all funds available for this purpose are expended the author will sell copies of the RED CLOUD READING TEST at a price below the printing cost to any teacher or school which agrees to use the copies for testing students, and to fill out the class record sheet and return it to the author, or who wishes to do experimental research with the test and will report the results of the research to the author.

Requests for information on obtaining research copies of the test should be addressed to Dr. Hap Gilliland, c/o Montana Council for Indian Education, 1808 3rd Ave. North, Billings, Montana 59101, U.S.A.

Study of the completed graphs and charts on the following five pages and on pages 12, 19, 21, 24, 25, 37, and 38 may help in understanding the proper procedure in completing the analysis of a student's reading.

SUPPLEMENTARY ANALYSIS

For the diagnostician planning an individual instructional program

ANALYSIS OF MISCUES IN ORAL READING: See the Examiner's Manual for instructions on the use of the chart on pages54-55. List below, in order of priority, the skills to be taught as indicated by this analysis.

1. long vowels o, a
2. Reversals
3. Vowel generalizations (two vowels together)
4. Main idea
5. Repeats and hesitates under tension
6. Pronounces "th" at end of word as "t"

SOUND DISCRIMINATION: List phonemes missed on page 6, item 1.

Beginning Consonants _____ Digraphs th

Ending Consonants _____ Vowels _____

VOWEL GENERALIZATIONS: Number wrong on page 8, item 9.

Final e 1 Vowel consonant 0 Two vowels together 4 Vowel at end of word 2

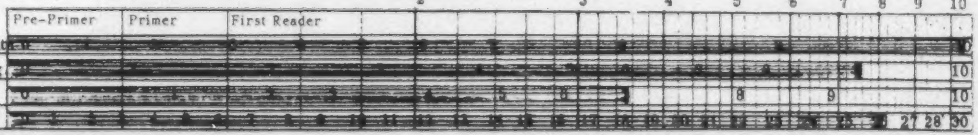
USE OF CONTEXT: Check ✓ each word not correctly used to fill in the blanks on pages 22-23. Total each column.

baby	his	old
child's	father	four
named	grandmother	man
this	that	fox
said	man	years ✓
time	be	the
had	wise	camp ✓
told	with ✓	men (soldiers)
to	morning	far
fight	ready	white ✓
10 - 0 = 10	10 - 1 = 9	10 - 3 = 7
Context and consonant sounds	Context and beginning consonants	Context alone

44

45

USE OF CONTEXT 1



ETHNIC HERRITAGE Northern Cheyenne

HOME BACKGROUND Father fights forest fires, mother is teacher aid. Grandfather spends time with boys

INTERESTS Basketball, horses, swimming

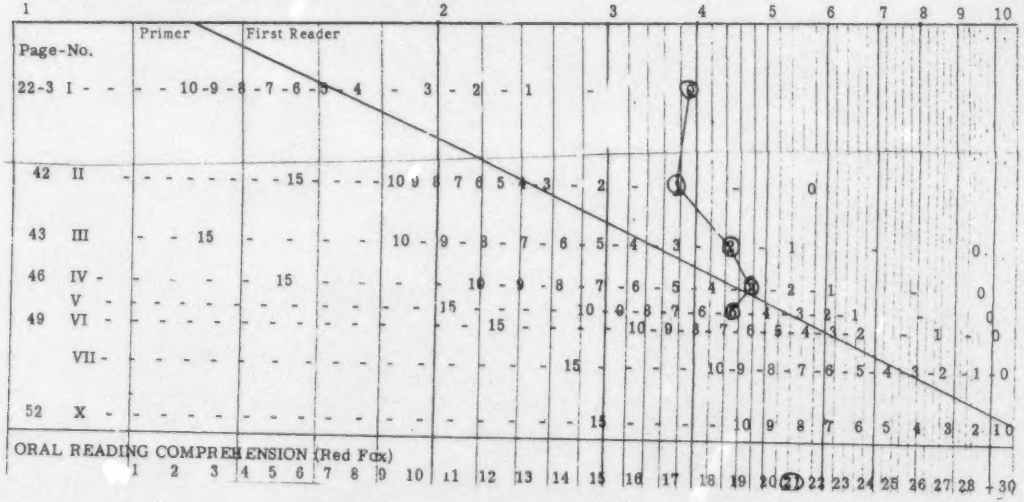
SPECIAL ABILITIES Knowledge of nature, science. Tans deer skins.

Score on: GILLILAND LEARNING POTENTIAL EXAMINATIAL EXAMINATION 117 WISC 112

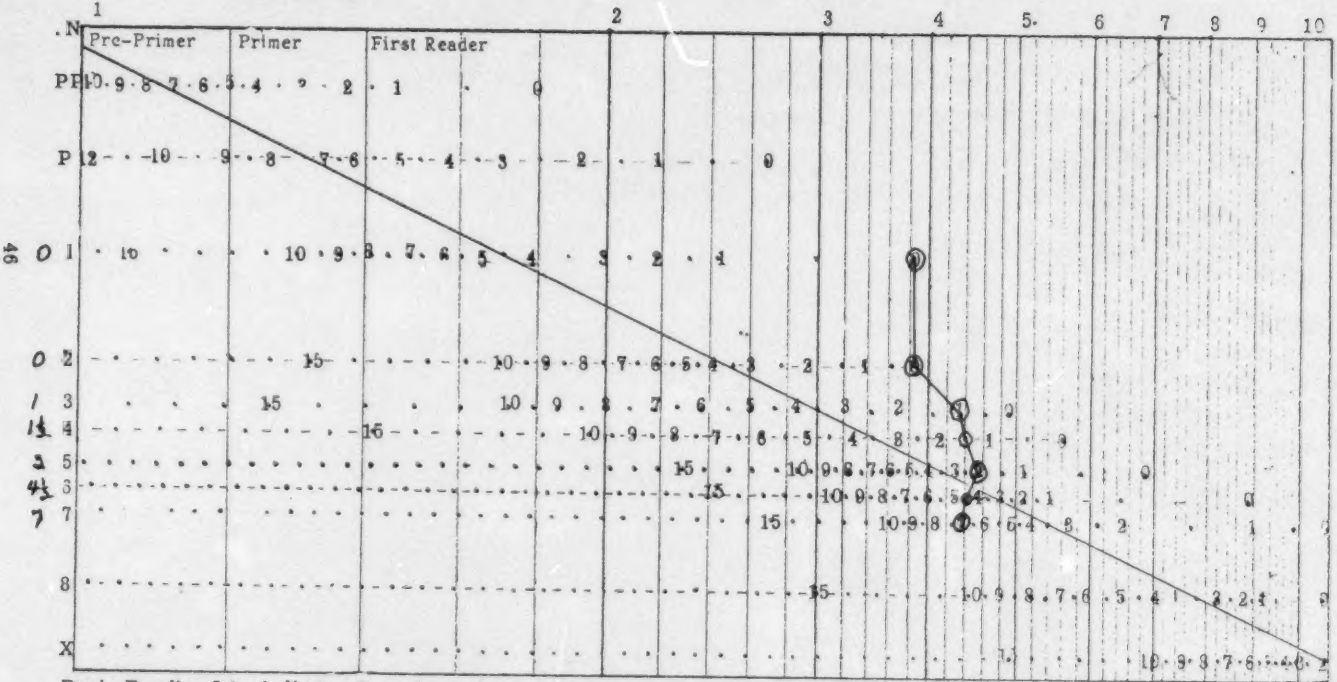
Reading level from Test of Individual Needs in Reading (Bidwell Form) if used as alternate test

Reading level from RED FOX if used as alternate test (Obtain from chart below.) 4.7

READING LEVEL (Red Fox)



READING LEVEL -- Red Cloud



Basic Reading Level 4.5 Transfer to Line A on back of test. Recreational Reading Level 3

COMPREHENSION Circle correct answers.

Red Cloud Oral X Silent ___ Total number correct ___ Transfer to line B or C on back cover.

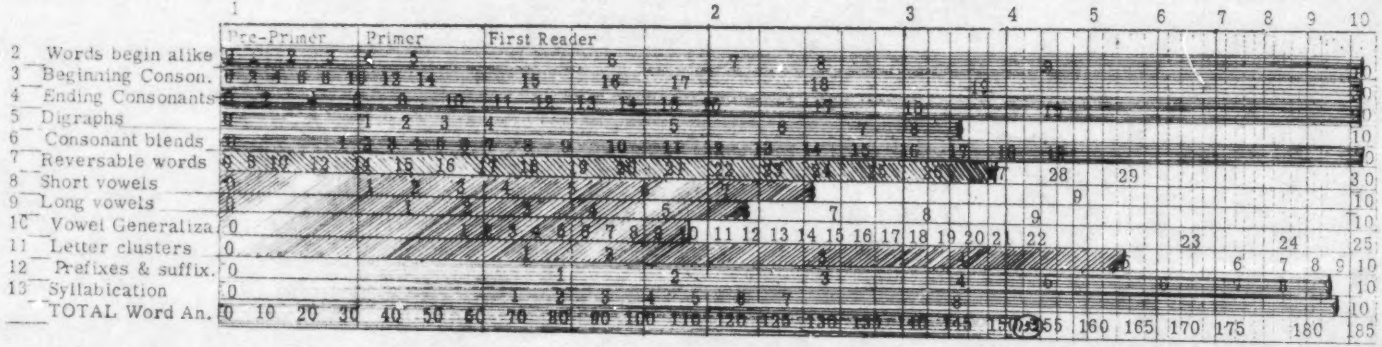
Page	9	10	13	16	17	20	21	24	25	28	29
	a-2	f	1-a	6-c	11-a	16-c	21-a	26-c	31-a	36-a	41-a
	b-1	g	2-c	7-a	12-d	17-a	22-b	27-c	32-a	37-b	42-c
	c-4	h	3-b	8-b	13-a	18-a	23-a	28-a	33-a	38-c	43-b
	d-2	i	4-c	9-b	14-b	19-c	24-b	29-c	34-a	39-b	44-b
	e-4	j	5-a	10-b	15-a	20-b	25-b	30-a	35-a	40-a	45-b

Red Fox Comprehension: Listening ___ Silent ___ Oral ___ Total Correct ___ Transfer to line D or E on back cover.

Page	34	35	37	38	40	41	43	
	46-b	51-c	56-a	61-a	66-a	71-c	76-b	81-a
	47-b	52-b	57-b	62-b	67-b	72-c	77-c	82-c
	48-c	53-a	58-b	63-b	68-a	73-c	78-b	83-b
	49-a	54-b	59-a	64-c	69-b	74-a	79-b	
	50-c	55-c	60-c	65-a	70-a	75-b	80-a	

47

WORD ANALYSIS SKILLS



Name James Red Coyote Grade 4 Age 10 (Boy)-Girl

Date _____ School Lame Deer Tested by Brad Hokoni

	1						2						3						4						5						6						7						8						9						10
	Pre-Primer						Primer						First Reader																																									
A. Reading Level																																																			
from graph p. 58																																																			
B. Oral Compre.																																																			
Red Cloud No. Right																																																			
C. Silent Comp.	0	1	2	3	4	5	6	7	8	9	10	12	13	14	15	17	19	21	23	25	27	29	31	32	33	34	35	36	37	28	39	40																			
Red Cloud																																																		
D. Silent Comp.	0			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	25	27	29	30																					
Red Fox																																																		
E. Listening Com																																																		
Red Fox																																																		
F. Silent Speed																																																		
Seconds p. 15 or 33																																																		
G. Word Recog.																																																		
page 4, 15																																																		
H. Word Meaning																																																		
Reading p. 4, 45																																																		
I. Word Meaning																																																		
Listening p. 5, 47																																																		
J. Sound Discrim																																																		
page 6																																																		
K. Word Analysis																																																		
from graph p. 59																																																		
L. Use of Context																																																		
Red Fox p. 30-31																																																		

RED CLOUD
Sioux Indian Chief

APR 1980
ERIC/CRESS
RECEIVED

COPYRIGHT 1978 BY

HAP GILLILAND

MONTANA COUNCIL FOR INDIAN EDUCATION

RED CLOUD READING TEST

American Indian Form of the Test of Individual Needs in Reading
Copyright 1978 by Hap Gilliland
Published by Montana Council for Indian Education
1808 3rd Avenue North, Billings, Montana 59101

DESCRIPTION:

The individual oral reading test makes possible the determination of the exact reading level of each pupil. It is also a diagnostic instrument for analyzing the pupils instructional needs. This oral reading is the essential part of the test and in many cases provides all the information needed.

The test also includes:

Reading Comprehension: oral or silent, group or individual
Listening Comprehension: group or individual
Word Analysis: oral, individual
Structural Analysis and Use of Context: oral or silent, group or individual
Analysis of Miscues:

SUMMARY OF INSTRUCTIONS:

Before administering the test, study the manual thoroughly and practice the recording procedures. Review the intructions below, before each use of the test.

INDIVIDUAL TESTING:

1. Start first grade children and those reading at first grade level with the preprimer material on page 8.
2. Start a subject who is in second grade or above, and who is not suspected of being a non-reader on page 12.
3. As the subject reads, underline, in your copy, all unknown words including names. If the subject discovers his own error and corrects it, count the word only $\frac{1}{2}$ wrong. Words sounded out correctly but obviously not understood by the reader are also counted $\frac{1}{2}$ wrong. This is a matter of personal judgment.
4. Observe carefully and record all errors. Your observations may be more important than the scores obtained. Mark all errors according to the instructions under "Marking and Scoring Oral Reading." However, for the "Level of Reading" graph, count only the unknown words.
5. If the subject has difficulty reading the comprehension questions, read them to him. If the subject starts reading on page 12, be sure to credit him with five right answers each on pages 9 and 10.
6. Stop reading at the end of the first page which contains five or more unknown words.
7. Fill in the blanks in the "Red Fox" Use of Context test as the subject reads.
8. Read aloud to the subject "Red Fox" starting on page 32, and check comprehension.
9. Turn to "Reading Vocabulary" page 45. Subject reads each word and points to the related picture or says number, while examiner checks answers and records reading errors on page 4.
10. "Listening Vocabulary": Read the words from page 5 while subject watches page 46 and gives the number of the related picture, or points.
11. "Word Analysis": Subject reads from pages 48-53. Examiner reads instructions and marks answers on pages 7, 52, 53. Be sure to write phoentically, as the subject says it, every word which is mispronounced.

MARKING and SCORING ORAL READING:

1. When a word is mispronounced, write above it exactly what the student said.
2. Underline each unknown word.
3. Half underline self corrections and words sounded out correctly but obviously not understood.
4. Circle omitted words.
5. Diagonal / line indicates long pauses.
6. Letter R indicates each repetition.
7. Count the number of underlined words. Chart on graph on page 58. Draw a line between the circled numbers. Grade level is the point at which the two lines cross.
8. In scoring Comprehension, if the subject started reading on page 24, be sure to give credit for 10 right answers on pages 11 and 12.

GROUP TESTING

1. Grades 2 and above start reading on page 12. First grade students and older students reading at first grade level must be tested individually.
2. Have students read and mark answers in Red Cloud story p. 12-29.
3. Have them fill in the Context section p. 30-31.
4. Read aloud to the students "Red Fox" pages 32-43. Read questions aloud while students mark the answers.
5. Have students read silently and number the words in the "Word Meaning: Reading" test p. 45.
6. Read aloud to the students the words in the "Word Meaning: Listening" test p. 47. Allow time after each word for student to mark answers.
7. Turn to page 50. Read to the students the instructions on pages 50 and 51. Let them complete the exercises silently. This completes the group testing.
8. At a later date, test orally, individually, the "Word Analysis" pages 6, 7, and 52 and Reading Level. In the Red Cloud story, have each student begin one grade level below the level of his comprehension score.

PROCEDURE

Begin with the Red Cloud reading, and the Red Fox listening test. Then turn back to page 4 and follow the instructions while student proceeds on page 44.

INSTRUCTIONS: WORD RECOGNITION and WORD MEANING: READING

Say: Turn to pages 14 and 15. On page 14 there are four pictures. The pictures are numbered 1, 2, 3, 4.

Each of these words relates to one of the pictures. The first word is "dog." There are dogs in picture number 3, so a "3" has been written by the word "dog." As you read each of the other words, choose the best picture to go with that word. If you don't know which picture to choose, guess. Some of the words are very hard. No one is expected to be able to read all of them. If you can't read a word, skip it and go on to the next one.

3 dog				
3 sled	3 meat	2 mare	2 announcer	1 Diné (Dee-Neh)
4 desk	3 team	2 corral	1 grazing	2 stetson
3 snow	1 basket	3 drag	4 graphic	1 Hogan
4 school	1 rocks	3 polar	3 traction	2 pow-wow
2 rodeo	1 daughter	1 yarn	3 antlers	2 Cheyenne
3 snowmobile	2 bronco	1 canyon	2 appaloosa	2 hackimore
4 teacher	4 assignments	3 arctic	1 Arizona	3 harness
4 indoors	1 weaving	3 howl	2 Dakota	1 shuttle
3 ice	3 hunting	2 stockrack	1 smoke	3 Athapascan
1 lamb	4 education	2 judge	1 warp	2 headdress

Word Recognition: 50 - ____ = ____

Word Meaning : Reading ; 50 - ____ = ____

Mark this page while the student reads page 45.

INSTRUCTIONS: WORD MEANING: LISTENING

Student uses page 16 and 17. Say: I will read the words on this page. As I read each word choose the best picture to go with that word.

3 dog

4 book	2 rancher	1 parent	3 runners	2 mount
3 deer	4 pencil	4 scholarship	2 arena	3 muk-luk
2 horse	2 teepee	3 toboggan	3 parka	1 southwest
2 fence	3 Alaska	2 stallion	2 automobile	1 matriarch
1 sheep	2 chief	1 desert	1 Navajo	3 malemute
3 cold	4 window	2 pickup	2 camp	4 instruction
1 mother	3 Sno-go	4 professor	2 chute	2 cayuse
4 study	4 pupil	1 fire	3 caribou	2 caballo (ca-bah-yo)
2 saddle	2 spurs	3 husky	1 mesa	2 Sioux
4 writing	4 mathematics	2 chaps	4 trailer	3 sustenance

Word Meaning-Listening: 50 - ____ = ____

WORD ANALYSIS (Instructions)

1. SOUND DISCRIMINATION: Have the student turn his back to you while you do this part. Say: "I will say two words. If they are the same say 'same'. If they are not the same say 'different'... dog - horse ...'That's right, they're different'... man - man ... 'Yes, they are the same'. Circle the "d" or "s" for all correct answers.

BEGINNING CONSONANTS

d - pickle - tickle
s - false - false
d - very - fairy
d - glow - blow
d - fine - sign
s - rake - rake
d - tall - call

ENDING CONSONANTS

d - bud - bug
d - ran - ram
d - scad - scab
d - sag - sad
s - teepee - teepee
d - lit - lick
d - rack - lack
d - chick - chip

DIGRAPHS

s - tho - tho
d - thirst - first
s - thorn - thorn
d - there - fair
d - said - shed
d - sing - thing
d - thirst - versed
d - thin - shin
s - sun - sun

VOWELS

d - bill - bell
s - cat - cat
d - lock - luck
d - note - naught
d - bet - bat
s - gum - gum

30 - ____ = ____

2. WORDS THAT BEGIN ALIKE: 'Can you think of a word that begins with the same sound as ball?' Have the student answer aloud. Write his answers below the words.

dance	father	hogan	rat	mustang
_____	_____	_____	_____	_____
walk	whisper	love	share	coyote
_____	_____	_____	_____	_____

10 - ____ = ____

Have the student turn to page 18 in his copy and read from it while you mark his answers on this page.

SAY: Some of the "words" on this page are real words, others are "made-up words." Read them all as if they were real words. I will read the first three words in each row. You will watch those words as I read them, then read the rest of the words in that row.

Be sure to write the word as the student says it above each mispronounced word. Count as errors only those words in which the marked parts are mispronounced.

3. BEGINNING CONSONANTS:

at bat cat: fat hat mat pat rat sat vat

at gat jat: kat lat nat quat tat wat yat

at fat mat: cat dat bat gat zat jat

20 - ___ = ___

4. ENDING CONSONANTS:

at am ac: an ad ag av aj at az

at ac am: ak ap af ax at ab ac

beg bef bek: bed bet bem bel ben bess

20 - ___ = ___

5. DIGRAPHS (speech consonants):

tin pin min: thin shin chin whin phin

rip rop rin: ship whip ring rong phang

10 ___ = ___

6. CONSONANTS BLENDS:

it sit slit: skit grit spit flit clit frit snit

it dit snit: prit blit drit stit glit krit smit

flit trit smit: plit split scrit sprit strit brit

20 ___ = ___

Turn to page 52.

Do you see the horse?

It is my horse.

Do you like him?

He is a good horse.

He is fast, too.

You can ride him.

Come and ride with me on my horse.

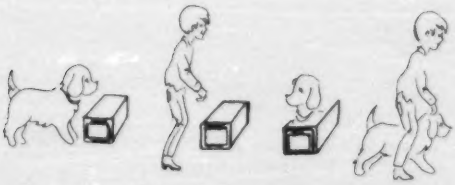
We will have a good ride.

PP_____

Sample: A bird is over a home.

a. The cat is walking.

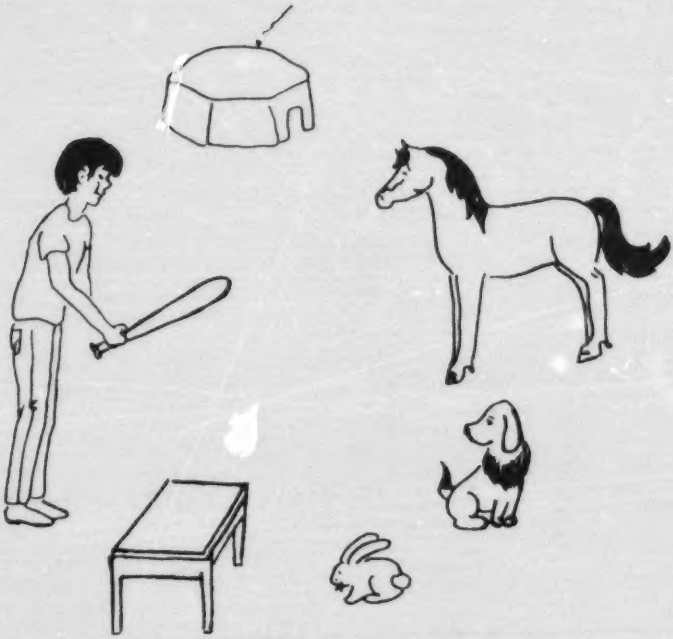
b. The dog is by the box.



c. A man drives a car.

d. The man gave his dog to the boy.

e. The boy has three balls.



f. Draw a line from the boy to the dog.

g. Draw a circle around the home.

h. Draw a line to show where the table goes.

i. Make a line under the horse.

j. Write your name on this line. _____

This is the story of Red Cloud, a great Sioux Indian Warrior. Read this page to find out what the book will tell you about Red Cloud.

It tells how he played when he was a boy.

It tells how he learned to hunt.

It tells what he liked to hunt.

It tells what he liked to do.

It tells why he went to war.

It tells all about how he helped his people.

When you read this story, you will see why he was a great man who was liked by all his people.

P_____

RED CLOUD

A long time ago there was an Indian boy named Red Cloud. He liked to play with the other Indian boys in his camp. He and the other boys liked to play with the dogs.

The dogs ran into the tall grass. The boys looked for them. They made believe the dogs were deer. The tall grass was a good place to hide. The dogs would hide in the grass.

Red Cloud said, "I like to hunt for the dogs in the tall grass. It is hard to find the dogs there. This is how I learn to hunt. If I learn to hunt well, the men will let me go along when they hunt deer.

1_____

1. The boys pretended that the dogs were:
   a. deer.
   b. warriors.
   c. snakes.

2. The tall grass was:
   a. woven into baskets.
   b. a place for the boys to hide from their mothers.
   c. a good place for the dogs to hide.

3. Red Cloud wanted to become a good hunter so he could:
   a. shoot lots of dogs.
   b. go hunting with the men.
   c. find deer in the grass.

4. Red Cloud would hunt in the tall grass for:
   a. rabbits.
   b. deer.
   c. dogs

5. This page is mostly about:
   a. how the boys learned hunting skills through play.
   b. how the dogs hid in the grass.
   c. why Red Cloud wanted to hunt deer.

When Red Cloud and the other boys got older they did not play with the dogs. They began to hunt for birds.

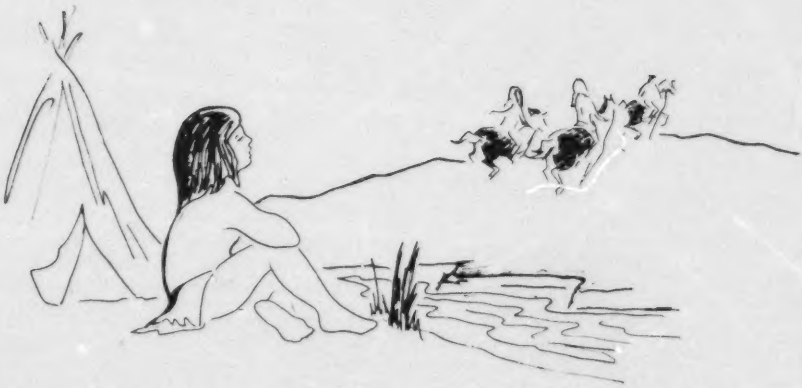
They used bows and arrows to shoot the birds. It was very hard to shoot a bird with a bow and arrow, but Red Cloud and his friends tried hard. By hunting birds they learned to go quietly so they would not be heard, and they learned to shoot well. But, they only shot birds they could eat.

Red Cloud's grandfather taught him how to make bows and arrows. It took a long time to make good ones.

When he shot an arrow he always tried to find it. He learned to be careful where he shot. If he hit a bird, it was not hard to find the arrow.

He always brought the bird home to ear. He used the best wing feathers to make arrows. His grandmother used some of the bones to make beads.

SILENT SPEED:



Sometimes Red Cloud and his friends killed a bird. They put the tail feathers of the bird into their hair. With the feathers in their hair, Red Cloud and his friends walked proudly into the camp. They felt very good because everyone knew how hard it was to shoot birds with a bow and arrow.

But, Red Cloud was not satiafied just hunting birds. Soon he began to go hunting for rabbits and deer.

When he saw the men riding off to hunt buffalo, he knew he must improve his archery so he too could hunt the buffalo.

To men in Red Cloud's tribe, killing buffalo was a very important skill. The meat of the buffalo was the most important food of this tribe. The skins were made into teepee covers, and robes to wear in the winter.

3 _____

136 words Seconds _____

6. How did Red Cloud learn to make bows and arrows?
   a. he taught himself.
   b. his father taught him.
   c. his grandfather taught him.

7. When hunting the boys walked quietly so that:
   a. they would not scare the birds.
   b. they could run away from the tribe.
   c. the enemy would not find them.

8. When Red Cloud shot a bird, his grandmother used both the meat and the:
   a. feet.
   b. feathers.
   c. bones.

9. Red Cloud did not want to loose any arrows because:
   a. he only had one arrow.
   b. the arrows took a long time to make.
   c. his father would be angry.

10. If Red Cloud "walked proudly into camp" he:
    a. felt ashamed of himself.
    b. felt good about himself.
    c. limped into the camp.

11. The skins of the buffalo were made into:
    a. robes and teepee covers.
    b. gloves and teepee covers.
    c. shoes and holsters.

12. The word "archery" refers to:
    a. shooting with a bow and arrow.
    b. hunting under an arch.
    c. catching birds.

13. What was the most important food of Red Cloud's tribe:
    a. buffalo.
    b. birds.
    c. deer.

14. Red Cloud's teacher was:
    a. his mother.
    b. his grandfather.
    c. the chief.

15. A good title for these two pages is:
    a. Red Cloud Becomes A Hunter.
    b. Red Cloud Hunts Birds.
    c. Red Cloud Improves His Archery.

Red Cloud could not go on a buffalo hunt until he had a good horse. The only way he could get a horse was to go on a raid and capture one.

One night Red Cloud and three of his friends quietly left their camp. They took dried meat with them, and they picked berries and dug wild turnips. They walked for many days until they sighted the enemy camp they had been trying to locate.

They slipped through the sagebrush and tall grass until they were as close as they dared to get. They watched where the horses were put. Some of them were kept in a rope corral near the camp.

4 _____

67

After dark, Red Cloud and his friends slipped quietly past the camp toward the place where the horses were corralled.

A dog barked. They lay flat in the grass for a l-o-n-g time. Finally, the dogs settled down and the boys made it to the corral.

They each jumped onto the back of a horse, then let down the rope corral fence and drove the horses out.

A man yelled. Others came running from their teepees, but they could not chase the boys until they could recapture their horses.

Each boy rode one horse and led another. They changed horses frequently, and rode hard all day and night.

Their enemies followed their tracks until nightfall then turned back. They could not track the horses in the dark, and by morning the boys would be safe.

Now, Red Cloud had a good horse to hunt buffalo.

5 _____

16. How was Red Cloud going to get a horse:
    a. trade for one.
    b. rope a wild one.
    c. raid an enemy camp.

17. The enemy did not follow the boys back to their camp because:
    a. they could not follow the tracks at night.
    b. they did not care about the horses that were stolen.
    c. they could not run and keep up with the horses.

18. Red Cloud laid in the grass:
    a. to keep from being discovered by the enemy.
    b. to keep from being bitten by the dogs.
    c. to hide from his friends.

19. The enemy's camp was surrounded by"
    a. a pine forest.
    b. high rocks and cliffs.
    c. sagebrush covered prairie.

20. To reach the enemy's camp, Red Cloud walked:
    a. one day.
    b. many days.
    c. over a mountain.

21. What does "capture" mean in this sentence: "The only way he could get a horse was to go on a raid and capture one."?
    a. take one from an enemy.
    b. trap one.
    c. rope one.

22. These two pages are mostly about:
    a. going to the enemy's camp.
    b. getting a horse.
    c. hiding in the grass.

23. Before they enemy could chase Red Cloud they had to:
    a. recapture the horses.
    b. get dressed.
    c. find his tracks.

24. The horses were corralled:
    a. on the top of a hill.
    b. near the camp.
    c. in a log corral.

25. The boys changed horses:
    a. to fool the enemy.
    b. to keep them from getting too tired.
    c. to try them all and see which were the best.

Red Cloud became a very good buffalo hunter and always helped provide food for his tribe.

He also became a fierce fighter. He soon became known to his people as a great warrior. He protected his tribe from their enemies. Because he won many victories, his enemies tried many ways to trap Red Cloud and kill him, but Red Cloud was smart and always escaped.

When more and more White Men invaded the country which belonged to Red Cloud's people, he became concerned. He was afraid that his people's way of life would be altered by the White Man.

It was the "Indian way" to choose their leaders from their best warriors. Since Red Cloud was a mighty warrior, his people began to look to him as one of their leaders.

As a leader he warned his people not to accept presents from the White Man in exchange for the Indians' land.

6 _____

71

Many of the Sioux people refused to listen to Red Cloud, They willingly accepted the White Man's gifts. Soon their indiscretion was recognized since the White Man was taking away more and more of the Indians' land.

Red Cloud was selected to go by train to Washington, D. C. to talk to the President about the Indians' land being confiscated. He and the President discussed this problem.

Washington, however, was a noisy, crowded place and Red Cloud did not appreciate it. He was eager to leave for home. He much preferred the peaceful plains to the noise and the crowds of the city.

When he was back with his people, he told them about the talks he had had with the President. He also told about the tall buildings, and the other strange things he had seen in the cities. He was very happy to be home and riding his horse on the prairie.

7_____

26. The White Men traded their gifts for the Indian's:
    a. horses.
    b. buffalo.
    c. land.

27. "He much preferred the peaceful plains," the word "plains" means:
    a. Sioux Indians.
    b. mountains.
    c. flat land.

28. In Washington D. C., Red Cloud discussed:
    a. the land being taken from the Indians.
    b. the land being farmed.
    c. the land being corrected.

29. Red Cloud warned his people that they should not:
    a. be friends of the White Man.
    b. shoot the White Man.
    c. accept gifts from the White Man.

30. "His people's way of life would be altered." means:
    a. they would change the way they lived.
    b. they would have to live beside the White Man.
    c. the White Man would become chief.

31. How did Red Cloud become the leader of his tribe:
    a. was a mighty warrior and saved his people.
    b. hunted buffalo for the tribe.
    c. told the people stories.

32. The enemies tried to trap Red Cloud because they:
    a. thought without him they could win the battles.
    b. wanted him on their side.
    c. wanted to capture his horses.

33. Indian tribes chose their leaders from:
    a. the best warriors.
    b. the best hunters.
    c. the strongest men.

34. The enemy failed to capture Red Cloud because of his:
    a. intelligence.
    b. bravery.
    c. good warriors.

35. 'He also became a fierce fighter," "fierce" means:
    a. able.
    b. mean.
    c. ferocious.

Indian tribes usually had several leaders, or chiefs. Red Cloud and Man-Afraid-of-His-Horse were two of the Sioux chiefs.

Red Cloud was more distrustful of the White Man than was Man-Afraid-of-His-Horse. He objected to any White Men at all being permitted to transgress on Indian land. Although Red Cloud and Man-Afraid-of-His-Horse sometimes disagreed they still cooperated to protect their people.

Sometimes, Red Cloud would become so wrought up that he would take his band and move to an encampment deep in the Black Hills. In the Black Hills he was contented and enjoyed hunting for deer and having a plunge in the cool streams.

He became exceedingly disgruntled whenever he discovered White Men digging in the Black Hills for the gold which they esteemed so highly. He disliked having anyone but the Sioux and their Indian associates in the Black Hills.

The Black Hills were sacred land to the Indians. To Red Cloud, mining in the Black Hills was like bombing a temple or a church.

Red Cloud and his warriors tried to drive away the White Men, but they continued to arrive in increasing numbers.

8

During Red Cloud's lifetime many changes took place. It was extremely difficult for the Indians to maintain their culture, their way of life, and the things sacred to them.

The Sun Dance, the Ghost Dance, and many other religious ceremonies were banned by the bureaucuracy. There could be no more buffalo hunts to replenish the larders, as the buffalo herds had been decimated by the wholesale slaughter promulgated by avaricious profiteers.

Deprived of their means of sustenance the aborigines were forced onto reservations and their hereditary lands appropriated by the numerically superior White Man.

Red Cloud, however, encouraged his people to adapt to any circumstance and remained an effective leader until his demise after the turn of the century.

X_____

36. These two pages are mostly about:
    a. the problems brought by the loss of the Indians' land.
    b. Red Cloud moving to the Black Hills.
    c. Red Cloud stopping the White Man from digging for gold.

37. Red Cloud objected when the white men were given permission to:
    a. shoot buffalo.
    b. mine in the Black Hills.
    c. live with the Indians.

38. Red Cloud would "take his band and move to an encampment," "band" means:
    a. a group of musicians.
    b. something worn around the arm.
    c. part of a tribe.

39. "The aborigines were forced onto reservations." In this sentence the word "aborigines" refers to:
    a. Australians.
    b. Indians.
    c. Trouble makers.

40. "He objected to any White Men at all being permitted to transgress on Indian land," "transgress" means:
    a. to go onto.
    b. to live.
    c. to transport.

41. For enjoyment Red Cloud would:
    a. swim.
    b. play games.
    c. ride his horse.

42. The government made the ghost dance:
    a. popular.
    b. unpopular.
    c. illegal.

43. "The buffalo herds had been decimated by the wholesale slaughter promulgated by avaricious profiteers," "promulgated" means:
    a. protected.
    b. promoted.
    c. prevented.

44. The land that the people were forced onto was:
    a. the hereditary lands.
    b. different land then they were living on.
    c. any land that they wanted to live on.

45. "There could be no more buffalo hunts to replenish the larders," "larder" means:
    a. solid white fat.
    b. place to store food.
    c. men who hunt buffalo.

END OF STORY

STOP READING HERE

CONTEXT:

RED FOX

This story is about Red Fox, who was a nephew of Red Cloud. Some of the words, or parts of words are left out of the story. When you come to a space where a word was left out, just put in the word or letters you think belong there, and go on reading.

When Red Fox was a baby he did not have a name. These Indians did not name their babies. They waited until the b_ b__ was four years o__ __, so they would know what h__ __ name should be. The ch__ld's grandmother and the medicine man always n__m__d the child.

When th__s boy was __ __ __ __ years old, his grandmother s__ __ d it was t__m__ to give him

his name. No one gave him anything to eat that day as he h__d to fast all day.

At sunset the boy and his mother and f__ __ __ __ __ sat facing the east. His g__ __ __ __ __ __ __ __ __ __ and Sitting Bull, the great medicine __ __ __, came and t__ld him, "We can see th __ __ you will grow up t__ be a great and wise m __ __. Your name will b__ Red Fox, because the red __ __ __ was made by the Great Spirit and is very w __ __ __."

When Red Fox was six __ __ __ __ __ old, his family was camped w __ __ __ many others by __ __ __ Little Big Horn River. Early one m__ __ __ __ __ __ some men came riding into the __ __ __ __ and said, "The white __ __ __ are coming. They are not __ __ __ away.

Then they all knew the __ __ __ __ __ man's army was coming to f __ __ __ t them. They had to get r __ __ __ __ to fight.

LISTENING COMPREHENSION

RED FOX

When Red Fox was six years old, his family was camped with many others by the Little Big Horn River. Early one morning some men came riding into the camp and said, "The white men are coming. They are not far away."

Then they all knew the white man's army was coming to fight them. They had to get ready to fight.

Red Fox watched as his uncle, Chief Crazy Horse got ready for war. They went to Chief Sitting Bull's teepee. Sitting Bull could help them get ready and could pray for strength from the Great Spirit.

Red Fox was still watching as the men got on their horses and rode across the river and into the hills. He wished that he could go with them.

Before long he heard the sound of many guns. Before the day was over, all the white soldiers had been killed, but only a few Indians had died. One of the white men who was killed was Yellow Hair. He is the man who we call General Custer. Most people call that day "Custer's Last Stand."

II_____

Red Fox never forgot that day. He still talked about it nearly one hundred years later, when he was an old man. He was very proud of his uncle, Chief Crazy Horse, who had saved his people.

After their victory, most of Red Fox's people went to live on a reservation.

The white authorities came and got Red Fox and took him to a mission boarding school. It was four years before he saw his mother and father again.

He had one summer of freedom, walking the woods in moccasined feet and sleeping in a tipi. Then he was sent to school for nine more years.

After he completed school, Red Fox toured the world as a sailor. After that he worked in Washington as an interpreter for two years before he went back home to live.

III_____

136 words

Seconds_____

82

46. When the story says, "He was very proud of his uncle, Chief Crazy Horse, who had saved his people," the word "saved" means that he:
    a. kept them from drowning.
    b. protected them from the soldiers.
    c. hid them.

47. When Red Fox was a boy, the Indians lived in homes made from:
    a. logs.
    b. buffalo hides.
    c. lumber.

48. The Indians name for General Custer was:
    a. Great One.
    b. Crazy Horse.
    c. Yellow Hair.

49. Red Fox watched, but was too young to take part in:
    a. The Battle of the Little Big Horn.
    b Buffalo Bill's Wild West Show.
    c. The French and Indian War.

50. Red Fox's first job was working on a:
    a. bus.
    b. ship.
    c. car.

51. The first time Red Fox went to school he was away from home:
    a. four months.
    b. nine months.
    c. four years.

52. During the summer he was home, Red Fox wore:
    a. school clothes.
    b. Indian clothes.
    c. a feathered headdress.

53. One of the jobs that Red Fox had was:
    a. helping people who did not know the English language.
    b. teaching school.
    c. washing clothes.

54. Sitting Bull's part in the battle was to:
    a. fight.
    b. pray.
    c. make arrows.

55. When Red Fox died his age was almost:
    a. 56.
    b. 100.
    c. 106.

Shortly after Red Fox returned home, Buffalo Bill Cody came to the reservation to recruit Indians for his Wild West Show. When he met Red Fox, he asked him to be his interpreter and to help him sign up the other Sioux and Cheyenne for his show. "And he said, "you will be in charge of all the Indians in the show."

Red Fox spent a sleepless night trying to decide what to do. It was not the custom for a young Sioux to tell the older, and therefore wiser men what to do, and Red Fox was only twenty-three years old. What should he do?

IV _____

- -

The next morning he proceeded to confer with several of his associates. Most of them expressed the conception that, "If we are going to join Buffalo Bill's Show, we want a supervisor who is one of us, but he has to be an individual who knows and comprehends the white man. You are the one we want."

So Red Fox joined the show, then enlisted one hundred twenty of his friends. As part of Buffalo Bill's Wild West Show, they did tribal dances, held up stage coaches, imitated animal and bird calls, and did fancy roping.

V _____

56. Buffalo Bill asked Red Fox to help him:
    a. hire Indians to work for him.
    b. tell the wise men what to do.
    c. fight Indians.

57. Another tribe who were friends of the Sioux were the:
    a. Crow.
    b. Cheyenne.
    c. Blackfeet.

58. When Red Fox was twenty-three years old he was:
    a. sailing the ocean.
    b. living on an Indian reservation.
    c. traveling as a tourist.

59. Buffalo Bill said part of Red Fox's job would be to:
    a. tell the other Indians what to do.
    b. sign the names of the Sioux.
    c. lead an attack.

60. The Indians held up stage coaches because they:
    a. needed money.
    b. were at war with the white men.
    c. were actors in a show.

61. The Indians wanted a boss who:
    a. was an Indian.
    b. was an individual.
    c. was in a show.

62. Red Fox discussed the job with:
    a. the association.
    b. other Indians.
    c. Chief Crazy Horse.

63. Buffalo Bill's Wild West Show was most like a:
    a. movie.
    b. rodeo.
    c. party.

64. The Indians thought Red Fox:
    a. was a great warrior.
    b. was a good actor.
    c. understood the white men.

65. Red Fox hesitated to take the job, because:
    a. he thought he was not old enough.
    b. he was not wise enough.
    c. he would have to leave his friends.

For the next year, the Wild West Show was scheduled to entertain at the Chicago World's Fair. Red Fox and the other Indians became expert performers, and the show developed into the most popular act of the fair.

Red Fox was intrigued by every moment of it, yet he was always a little concerned: Was the show giving people a better understanding of the real Indian, and the West, or was it building stereotypes, and reinforcing the idea of the Indian as a savage? Strangely, it seemed to do a little of both.

After the World's Fair, the show traveled the United States for a couple of years. Red Fox met many famous and illustrious personalities.

VI _____

- -

When the Spanish American War commenced, and his friend Teddy Roosevelt suggested that he should be a warrior for his country, Red Fox enlisted in the service.

After the termination of hostilities, when Red Fox was discharged, Buffalo Bill requested that he rejoin his organization and help him take the Wild West Show to Europe.

During the next three years, Red Fox traversed Europe repeatedly with the show and met the emperors of nearly every nation. Buffalo Bill even convinced the King of Englad he should ride in the stage coach when he came to the show. The Indians held up the coach, and Red Fox added his own innovation. He roped and tied the King. The audience applaudea that as the greatest act they had ever seen.

VII _____

66. The Indians who worked with Red Fox were good:
    a. actors.
    b. hunters.
    c. warriors.

67. Red Fox wanted the people to:
    a. fear the Indians.
    b. understand the Indians.
    c. love the Indians.

68. After the war the Wild West Show went to:
    a. Europe.
    b. Chicago.
    c. The Reservation.

69. Several of the people Red Fox met were:
    a. Presidents.
    b. Kings.
    c. Actresses.

70. The Wild West Show stayed the longest in:
    a. Chicago.
    b. New York.
    c. London.

71. Before he went to war, Red Fox worked for Buffalo Bill:
    a. one year.
    b. two years.
    c. three years.

72. Red Fox fought in the:
    a. Custer Battle.
    b. World War.
    c. Spanish American War.

73. Red Fox was afraid the audience might get the idea that Indians were:
    a. warriors.
    b. ambitious.
    c. uncivilized.

74. Buffalo Bill was in Europe:
    a. three months.
    b. one year.
    c. three years.

75. The men in the show discovered that important people can also be:
    a. generous.
    b. good sports.
    c. famous.

After returning from Europe, Red Fox traveled with other Wild West shows and a circus, then performed in numerous Hollywood cinemas.

While he developed the wisdom of age he retained the attitude of youth, and continued to relish every occasion for a new experience.

When he joined his ancestors in April 1976, Chief Red Fox had long been a centenarian, and the last survivor of the Custer Encounter, yet, he was still soliloquizing eloquently about the potentialities of the future.

Someone once asked him, "Are you really over one hundred years old?"

He replied that to be born in the wilderness in a buffalo skin teepee before the Custer Battle, and live to see men walk on the moon, is more like a thousand years than a hundred. Yet, Red Fox had adapted to every change, lived fully in two cultures, and enjoyed life to the fullest.

X_____

76. Red Fox:
    a. tried to change the Indian way of life.
    b. adapted easily to any change.
    c. tried to prevent any change.

77. Red Fox thought the future would be:
    a. like the past.
    b. worse than the past.
    c. better than the past.

78. When he was old, he spent a lot of time:
    a. talking about the old days.
    b. talking about the good things in the future.
    c. talking about what the white men had done to the Indians.

79. When the Wild West Shows were over, Red Fox worked as:
    a. a writer.
    b. a movie actor.
    c. a centenarian.

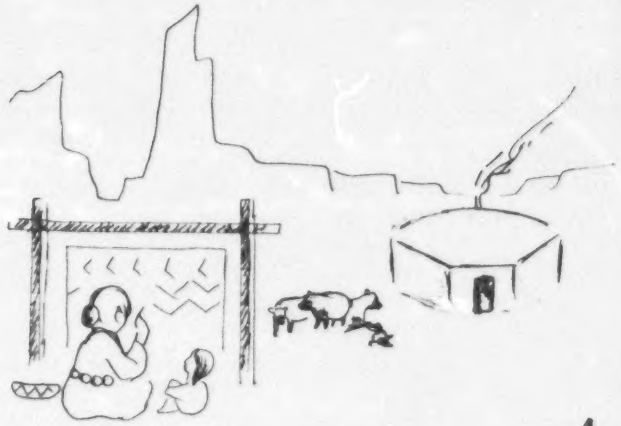
80. Most of his life Red Fox was:
    a. enjoying life.
    b. soliloquizing.
    c. worrying about potentialities.

81. In 1976, Red Fox:
    a. died.
    b. joined the Sioux tribe.
    c. quit the Wild West Show.

82. Red Fox had a famous uncle named:
    a. Black Eagle.
    b. Sitting Bull.
    c. Crazy Horse.

83. Red Fox's mother was White Swan. Red Cloud was White Swan's:
    a. uncle.
    b. brother.
    c. husband.

THE END
STOP HERE

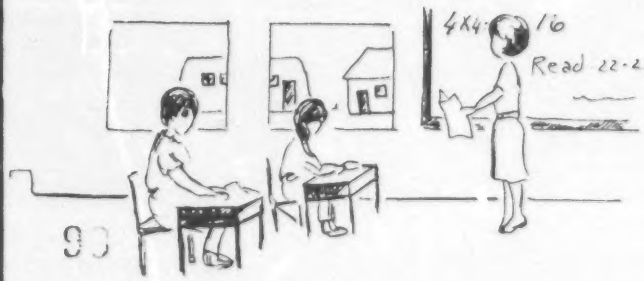


1

2

3

4

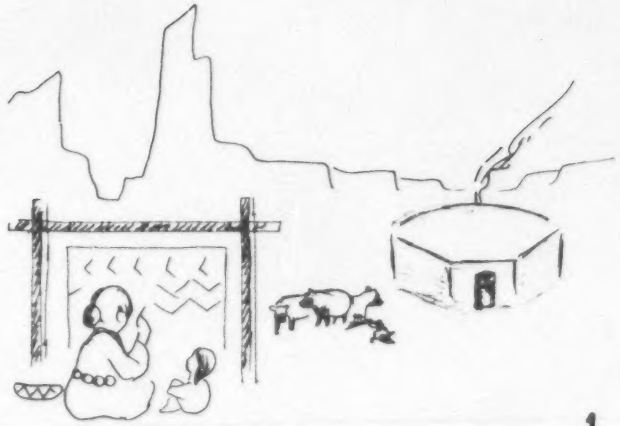


WORD RECOGNITION and WORD MEANING : READING

Each of these words relates to one of the pictures. The first word is "dog." There are dogs in picture number 3, so a "3" has been written by the word "dog." As you read each of the other words, choose the best picture to go with that word. If you don't know which picture to choose, guess. Some of the words are very hard. No one is expected to be able to read all of them. If you can't read a word, skip it and go on to the next one.

3 dog				
___sled	___meat	___mare	___announcer	___Diné
___desk	___team	___corral	___grazing	___stetson
___snow	___basket	___drag	___graphic	___Hogan
___school	___rocks	___polar	___traction	___pow-wow
___rodeo	___daughter	___yarn	___antlers	___Cheyenne
___snowmobile	___bronco	___canyon	___appaloosa	___hackimore
___teacher	___assignments	___arctic	___Arizona	___harness
___indoors	___weaving	___howl	___Dakota	___shuttle
___ice	___hunting	___stockrack	___smoke	___Athapascan
___lamb	___education	___judge	___warp	___headdress

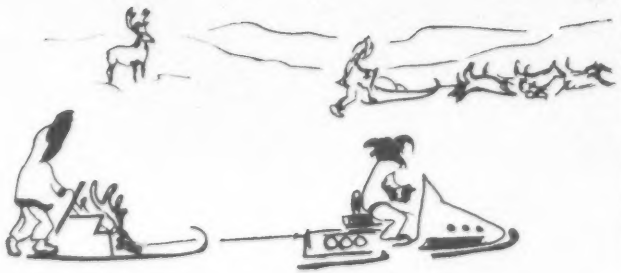
Instructor see page 4.



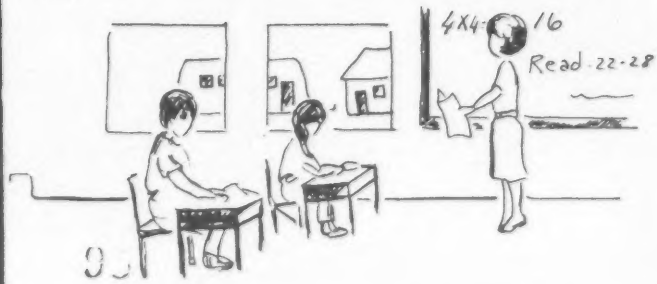
1

2

3



4



3 dog

___book	___ranches	___parent	___runners	___mount
___deer	___pencil	___scholarship	___arena	___muk-luk
___horse	___teepee	___toboggan	___parka	___southwest
___fence	___Alaska	___stallion	___automobile	___matriarch
___sheep	___chief	___desert	___Navajo	___malemute
___cold	___window	___pickup	___camp	___instruction
___mother	___Sno-go	___professor	___chute	___cayuse
___study	___pupil	___fire	___caribou	___caballo
___saddle	___spurs	___husky	___mesa	___Sioux
___writing	___mathematics	___chaps	___trailer	___sustenance

at bat cat: fat hat mat pat rat sat vat

at gat jat: kat lat nat quat tat wat yat

at fat mat: cat dat bat gat zat jat

at am ac: an ad ag av aj at az

at ac am: ak ap af ax at ab ac

beg bef bek: bed bet bem bel ben bess

tin pin min: thin shin chin whin phin

rip rop rin: ship whip ring rong phang

it sit slit: skit grit spit flit clit frit snit

it dit snit: prit blit drit stit glit krit smit

flit trit smit: plit split scrit sprit strit brit

x he it: b no was even p u saw at bad b

t so run: never pots file b on spot file to tac

m it fun: war d raw life q n w d bog sob gab

bat at bat: bet bit bat but bot

ad bad ad: ed id od ad ud

bo boat bo: bay bee bi bo bu

ho home ho: hame hime hoam hume heem

at bat bate: ate bite et but bait boot go be

et dut dite: dote date dect ott doat dait de di

so slo sole: sule sole sill sal suil seel su say

kan yoo sea: joi tung bight coyl cawl

sei thees tu: flough loiel nou otion kouboi

PREFIXES and SUFFIXES

Read the first word in each row then choose the group of words which tells what it means. Circle the number before those words.

For example, the first word, "workhorse" does not mean "a place to work" or "a horse to ride"; it means "a horse that works." So, the number 3 before "a horse that works" has been circled.

Workhorse:	1.	a place to work
	2.	a horse to ride
	(3)	a horse that works
Helpful:	1.	helps
	2.	is able to help
	3.	should help
Worker:	1.	war dog
	2.	a kind of work
	3.	someone who works
Worklike:	1.	enjoys work
	2.	similar to work
	3.	does work
Workless:	1.	does not work
	2.	has no work
	3.	has less work
Workable:	1.	can be done
	2.	can not be done
	3.	should not be done

Prework:
1. works free
2. after work
3. before work

Antiwork:
1. does not work
2. is against work
3. is for work

Nonworking:
1. does not work
2. does not want to work
3. works well

Prowork:
1. works well
2. is against work
3. is for work

Polywork:
1. works once
2. many works
3. works like a parrot

SYLLABICATION:

Look at each of these words and decide how many syllables there are in that word. Write the number of syllables in the space beside the word.

For example, the first word, Cher-o-kee, has three syllables so a 3 has been written by it.

3 Cherokee
_____ horse
_____ Arapahoe
_____ rodeo
_____ tipi
_____ Navaho
_____ animalization
_____ tcha
_____ tobogan
_____ transportation
_____ rightful

100

THE END

Instructions - WORD ANALYSIS - continued from page 7.

7. REVERSABLE WORDS:

x he it: b no was even p u saw at bad b

t so run: never pots file b on spot file to tac

m it fun: war d raw life q n w d bog sob gab

Be sure you count as reversal only those letters which are reversed or words in which the sounds are in the wrong order. Watch for reversals in No. 11 also.

30 - _____ = _____

8. SHORT VOWELS:

bat at bat: bĕt bĭt băt bŭt bŏt

ad bad ad: ĕd ĭd ŏd ăd ŭd

10 - _____ = _____

9. LONG VOWELS:

bo boat bo: bāy bēe bī bō bū

ho home ho: hāmė hīmė hōam hūmė hēem

10 - _____ = _____

10. VOWEL GENERALIZATIONS

at bat bate:	āte bīte	ĕt bŭt	bāit bōot	gō bē
et dut dite:	dōte dāte	dĕtt ŏtt	dēat dāit	dē dī
so slo sole:	sūle sōle	sĭll săl	sūil sēel	sū sāy
	final e	short v.	two v.	ending v.

24 - _____ = _____

11. LETTER CLUSTERS

kan (can)	yoo (you)	sea: (see)	joi (joy)	tung (toung)	bight (bite)	coyl (coil)	cawl (call)
sei (see)	thees (these)	tu: (to)	flough (flew or flow)	loiel (loyal)	nou (now)	otion (ocean)	kouboi (cowboy)

10 - _____ = _____

101

Pages 20 through 24 can be completed orally or used as a group silent test. If used as a group test, follow the instructions on page 20. If individual, use the instructions below.

12. PREFIXES AND SUFFIXES:

Read the first word in each row aloud, then tell me which group of words that follow it tells what it means. For example, the first word, workhorse does not mean a place to work or a horse to ride; it means a horse that works.

helpful	1	prework	3
worker	3	antiwork	2
worklike	2	nonworking	1
workless	2	prowork	3
workable	1	polywork	2

10 - _____ = _____

13. SYLLABICATION:

Tell me how many syllables there are in each word. For example, the first word, Cher-o-kee has three syllables.

Cherokee:	horse	1	animalization	6
	Arapahoe	4	tcha	1
	rodeo	3	tobogan	3
	tipi	2	transportation	4
	Navaho	3	rightful	2

10 - _____ = _____

14. USE OF CONTEXT:

Both student and examiner turn to page 22.
Read the instructions on page 22.
If testing individually have student read orally. Mark all miscues on page 22 as he reads. Fill in blanks with words he uses.
If group testing, have the student fill in words as he reads.
Count the number of words not filled in correctly, and subtract from 30. The correct words are:
baby, old, his, child's, named
this, four, said, time, had
father, grandmother, man, told, we, that, to, man, be fox, wise
years, with, the, morning, camp, men (soldiers), far
white, fight, ready

30 - _____ = _____

ANALYSIS OF MISCUES IN ORAL READING

Repetitions:

Omissions:

Substitutions

	Correct Word	Substitution	Not a word	Substitute word or phrase	Gramatically correct	Gramatically incorrect	Semantically correct	Semantically incorrect	Meaning unchanged	Meaning changed	More common expression	Dialect difference
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Consonants																					Initial consonant
																					Medial or final consonant
																					Consonant blend
																					Digraph
Vowels																					Short vowel
																					Long vowel
																					Team, R-controlled, aw, al
Word Structure																					Contractions, poss., plurals
																					Prefixes
																					Endings
																					Letter clusters
																					Compound words
																					Reversals
																					Insertions

SUPPLEMENTARY ANALYSIS

For the diagnostician planning an individual instructional program

ANALYSIS OF MISCUES IN ORAL READING: See the Examiner's Manual for instructions on the use of the chart on pages54-55. List below, in order of priority, the skills to be taught as indicated by this analysis.

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

SOUND DISCRIMINATION: List phonemes missed on page 6, item 1.

Beginning Consonants _____ Digraphs _____

Ending Consonants _____ Vowels _____

VOWEL GENERALIZATIONS: Number wrong on page 8, item 9.

Final e _____ Vowel consonant _____ Two vowels together _____ Vowel at end of word _____

USE OF CONTEXT: Check ✓ each word not correctly used to fill in the blanks on pages 22-23. Total each column.

baby	his	old
child's	father	four
named	grandmother	man
this	that	fox
said	man	years
time	be	the
had	wise	camp
told	with	men (soldiers)
to	morning	far
fight	ready	white
10 - _____ = _____	10 - _____ = _____	10 - _____ = _____
Context and consonant sounds	Context and beginning consonants	Context alone

USE OF CONTEXT 1

	Pre-Primer		Primer		First Reader			2		3		4		5		6		7		8		9		10
Context & Consonants	0	1	2		3	4	5	6	7		8			9										10
Context & Beginning	0		1		2		3	4		5		6		7		8		9						10
Context alone	0		1		2	3		4	5	6		7		8		9								10
TOTAL CONTEXT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	30

ETHNIC HERRITAGE _____

HOME BACKGROUND _____

INTERESTS _____

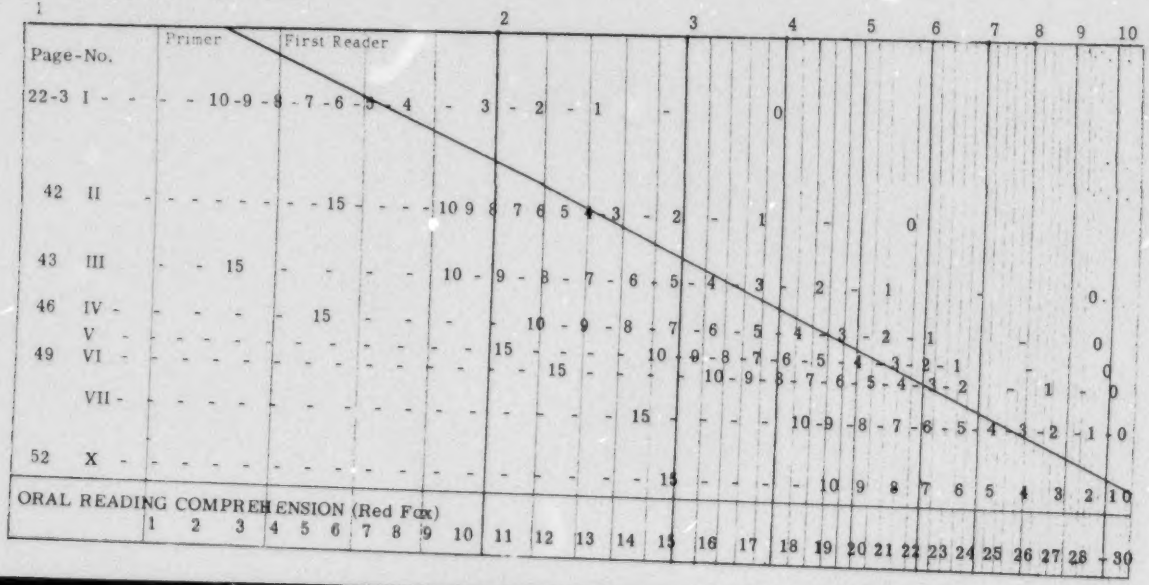
SPECIAL ABILITIES _____

Score on: GILLILAND LEARNING POTENTIAL EXAMINATIAL EXAMINATION_____ WISC_____

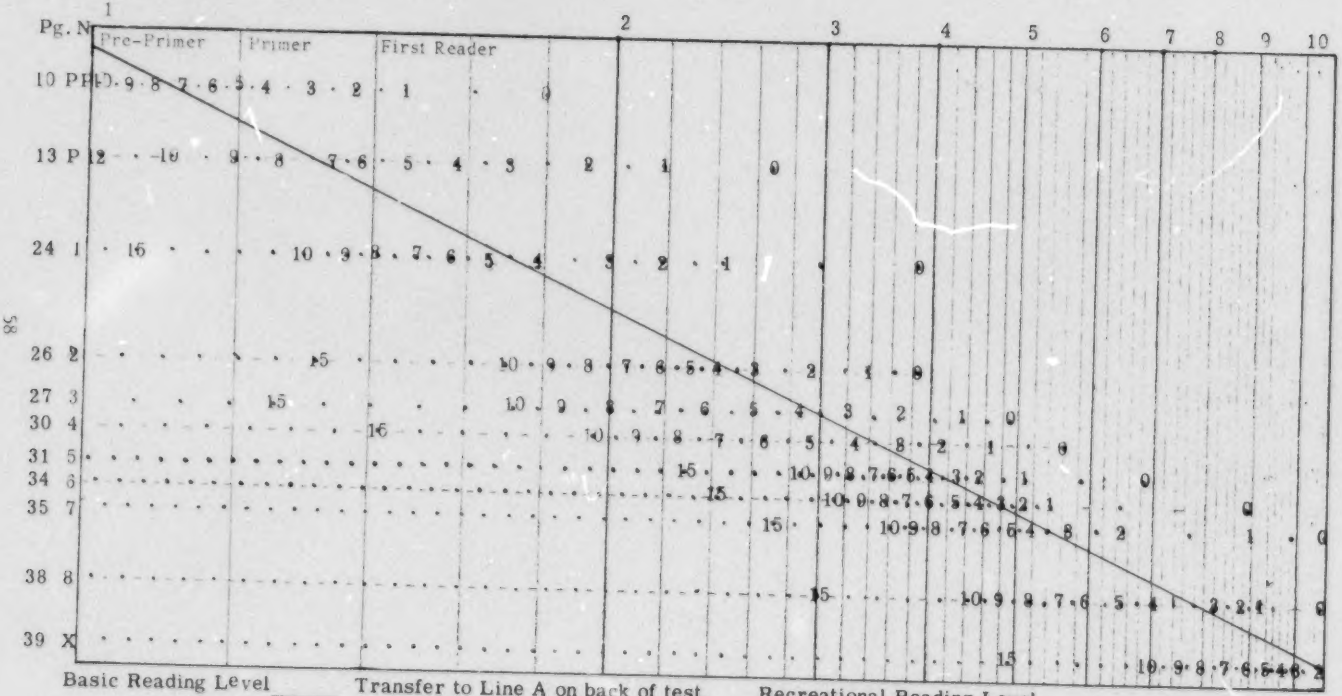
Reading level from Test of Individual Needs in Reading (Bidwell Form) if used as alternate test _____

Reading level from RED FOX if used as alternate test (Obtain from chart below.) _____

READING LEVEL (Red Fox)



READING LEVEL -- Red Cloud



Basic Reading Level_____ Transfer to Line A on back of test. Recreational Reading Level_____

COMPREHENSION Circle correct answers.

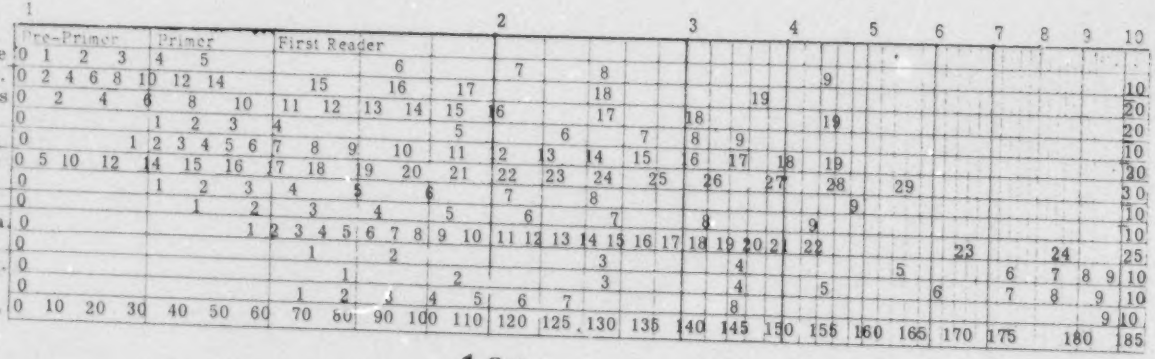
Red Cloud Oral ____ Silent ____ Total number correct ____ Transfer to line B or C on back cover.

Page	9	10	13	16	17	20	21	24	25	28	29
	a-2	f	1-a	6-c	11-a	16-c	21-a	26-c	31-a	36-a	41-a
	b-1	g	2-c	7-a	12-a	17-a	22-b	27-c	32-a	37-b	42-c
	c-4	h	3-b	8-c	13-a	18-a	23-a	28-a	33-a	38-c	43-b
	d-2	i	4-c	9-b	14-b	19-c	24-b	29-c	34-a	39-b	44-b
	e-4	j	5-a	10-b	15-a	20-b	25-b	30-a	35-a	40-a	45-b

Red Fox Comprehension: Listening ____ Silent ____ Oral ____ Total Correct ____ Transfer to line D or E on back cover.

Page	34	35	37	38	40	41	43	
	46-b	51-c	56-a	61-a	66-a	71-c	76-b	81-a
	47-b	52-b	57-b	62-b	67-b	72-c	77-c	82-c
	48-c	53-a	58-b	63-b	68-a	73-c	78-b	83-b
	49-a	54-b	59-a	64-c	69-b	74-a	79-b	
	50-b	55-c	60-c	65-a	70-a	75-b	80-a	

WORD ANALYSIS SKILLS



Name _____ Grade _____ Age _____ Boy-Girl

Date _____ School _____ Tested by _____

	1			2			3			4			5			6			7			8			9			10	
	Pre-Primer			Primer			First Reader																						
A. Reading Level from graph p. 58																													
B. Oral Compre. Red Cloud Sec. Eight	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
C. Silent Comp. Red Cloud	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
D. Silent Comp. Red Fox	0			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	24	26	28	30	32	35
E. Listening Com. Red Fox	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	28	30	32	35		
F. Silent Speed Seconds p. 12 or 35	W. P. M.						80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230									
							102	91	82	74	68	63	58	54	51	48	45	43	41	39	37	35									
G. Word Recog. page 4, 15	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40	41	42	44	46																	
H. Word Meaning Reading p. 5, 25	0	1	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	39	40	41	42	43	44				
I. Word Meaning Listening p. 5, 47	8	9	10	11	12	13	14	16	18	20	22	24	26	28	30	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
	48																														
J. Sound Discrim. page 6	25					26				27				28				29													30
K. Word Analysis from graph p. 59	0	10	20	30	40	50	60	70	80	90	100	110	120	125	130	135	140	145	150	155	160	165	170	175	180	185					
L. Use of Context Red Fox p. 30-31	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

109